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ABSTRACT

Focusing on formal testing programs involving academic achievement, the assessment of student performance in 28 large city school districts is described. In addition to presenting how districts have designed testing programs to meet the variety in the students they serve, this report also discussed test management, work with test publishers, test security, and data storage. The contents include: (1) standardized tests in use; (2) purposes of testing; (3) grade levels and skills tested; (4) selection of tests; (5) technical specifications; (6) administration of test; (7) management of test data; (8) results of testing; (9) court action on testing; (10) costs of testing; and (11) a description of each district's testing program. (PN)

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STUDENT PERFORMANCE ASSESSMENT
in the
GREAT CITY SCHOOLS

1982

By

Judith Hrul and Michael Casserly

The Council of the Great City Schools

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Student Performance Assessment
in the
Great City Schools

This survey attempts to describe how student performance is assessed in the Great City Schools, and focuses solely on formal testing programs involving academic achievement. Our purpose is neither to make judgements about these tests or to suggest policy changes, but to provide our member districts with information on an issue that absorbs a great deal of money and staff time, and that has moved to the forefront in the debate over the quality and equity of the nation's public education system.

Student testing is a complex and volatile subject in its own right. For decades, educators have been involved in often heated discussions over appropriate means to measure and report student performance. A central piece in that debate has been the need for ways to assess district-wide achievement, so that the public could answer such general questions as whether or not their schools were getting better. In an era of rising taxes, increasing educational costs, decreasing student enrollments, and declining public confidence in the public schools, district-wide tests were seen as one way by which parents and citizens could call the education community to account.

District-wide testing, however, immediately surfaces a wide array of complex problems particularly in large urban areas, problems that add to the political difficulties in administering tests. Instruments must be selected or designed that can measure the achievement of students from a variety of ethnic, cultural, and economic backgrounds who may have varying degrees of English-proficiency or may be emotionally or physically handicapped. Standardized instruments also assume a common curriculum throughout district schools that often does not exist.

In addition to looking at how districts have designed testing programs to meet this variety in the students they must serve, this report will take up a number of other issues, including test management, work with test publishers, test administration, test security, test use, data storage, and others. We will look specifically at the kinds of norm-referenced (NRT) and criterion-referenced (CRT) tests used in the schools, as well as at the status of minimum competency tests (MCT). We will also look at how the tests are selected or designed, who is involved, and how individuals are trained to administer and interpret them. And finally this report will examine the kinds of data bases that have been established in the city schools, how and to whom test data are reported, and how the data are managed. We will also include small sections on student records, remedial work, promotion and graduation requirements, cost, and legal considerations.

The information for this report was obtained directly from personnel in Council-member school districts who have responsibility for testing programs, and who come from a range of central-office departments. Each of the testing directors in the city schools was interviewed at length by Council staff on the topics covered in this report. Descriptions of each district's program were sent to those who were interviewed and to the Superintendent to assure accuracy. The topics for the report were developed by the Council's Research Directors under the leadership of their own Steering Committee. A description of each district's testing program is found immediately following this narrative.

Because of the large number and variety of tests in use in the cities, this report is limited to NRTs, district and state designed minimum competency tests, and CRTs. We have restricted our survey to standardized academic tests in district-wide use, thereby eliminating tests designed by individual teachers for classroom assessment and tests of interest, aptitudes, health, careers, and special education diagnosis.

Standardized Tests in Use:

1. Norm-Referenced Achievement Tests (NRTs). A large number of norm-referenced tests are now being used in the Great City School districts, 26 different tests in all. These tests are standardized, commercially-designed instruments whose results are measured against those from other students who have taken the exam. Portland is the only Council system that does not use any commercially published NRTs on a district-wide basis. The most commonly used of the commercial NRTs is the California Achivement Test (CAT) which is used by 14 districts. In a few districts, the CAT is used to the exclusion of other NRTs, while in some districts it is only one of many. The next most commonly used test is the Comprehensive Test of Basic Skills (CTBS) which is used in nine districts, and the Iowa Test of Basic Skills which is used in four. The instrument that is most widely used for pre-kindergarten and kindergarten students is the Metropolitan Readiness Test, used in ten districts (see table 1).

2. Criterion-Referenced Achivement Tests (CRTs). The tests in this category include both minimum competency exams and other CRTs that are used for purposes other than determining minimum competencies. CRTs are normally standardized instruments designed commercially, or by a state or school system, whose results are keyed against the material that students were scheduled to learn.

All but four of the Council districts; Toledo, Cleveland, Minneapolis, and Washington, D.C. have some form of minimum competency tests in place. Toledo and Cleveland are now under a state mandate to design such exams, however. Thirteen of the remaining 24 districts administer state-designed minimum competency tests. This is a significant change from three years ago when only Buffalo, New York City, St. Louis, and Dade County were using their state's minimum competency exams. At that time, a number of city school districts had designed their own tests ahead of

Table 1

Commercially Published Norm-Referenced Tests Used in the GSC

Name	#Districts	Elementary Level	Secondary Level
1. California Achievement Test	14	13	10
2. CTBS	9	8	8
3. ITBS	4	4	1
4. Test of Achievement and Proficiency	3	-	3
5. Metropolitan Achievement Tests	2	2	2
6. Basic Skills Assessment Program	2	1	1
7. Cognitive Abilities Test	2	2	-
8. Research Associates Achievement Test	1	1	-
9. Stanford Achievement Test	1	1	-
10. Stanford Test of Academic Skills	3	-	3
11. Stanford Diagnostic Math Test	1	1	1
12. Stanford Diagnostic Reading Test	1	1	-
13. Stanford Achievement Test in Reading	1	1	-
14. Test of Academic Progress	1	-	1
15. Individual Criterion-Referenced Test	1	1	-
16. C.A.T. Non-Verbal Battery	1	1	-
17. CTBS Espanol	3	3	1
Commercially Published Tests Used in Pre-K and K			
18. Metropolitan Readiness Test	10		
19. Cooperative Pre-School Inventory	4		
20. TOBE	1		
21. Pre-School Inventory	1		
22. Stanford Early Sch. Ach. Test	2		
23. School Readiness Survey	1		
24. Clymer-Barrett Test	1		
25. Metropolitan Pre-Primer	1		
26. Boehm Test of Basic Concepts	1		

Table 2

	Commercially published NRT +	District-designed CRT Ach. Test +	District-designed Min. Comp.	State-designed Min. Comp.	Commercially published Test as Min. Comp. Test
Atlanta	Yes	No	Yes	Yes	No
Baltimore	Yes	No	Yes	Yes	No
Boston	Yes	No	Yes	Yes	No
Buffalo	Yes	No	No	Yes	No
Chicago	Yes	Yes	Yes*	No	No
Cleveland	Yes	No	No	No	No
Dade County	Yes	No	No	Yes	No
Dallas	Yes	Yes	Yes	Yes	No
Denver	Yes	Yes	Yes	No	No
Detroit	Yes	Yes	Yes	Yes	No
Long Beach	Yes	No	No	No	Yes
Los Angeles	Yes	Yes	Yes	No	No
Memphis	Yes	No	No	Yes	Yes**
Milwaukee	Yes	No	No	No	Yes
Minneapolis	Yes	Yes	No	No	No
Nashville	Yes	No	No	Yes	Yes**
New Orleans	Yes	No	No	Yes	No
New York City	Yes	Yes	No	Yes	No
Norfolk	Yes	Yes	Yes (one section)	Yes	No
Oakland	Yes	Yes	Yes	No	No
Philadelphia	Yes	No	Yes	No	No
Pittsburgh	Yes	Yes	No	No	Yes
Portland	No	Yes	Yes	No	No
St. Louis	Yes	No	No	Yes	No
San Francisco	Yes	No	Yes	No	No
Seattle	Yes	No	Yes	No	No
Toledo	Yes	No	No	No	No
Washington, D.C.	Yes	Yes	No	No	No
	27	12	14	13	5

*originally designed by a commercial publisher

**Current Tennessee Proficiency Test is commercially published. However, the state is developing its own test.

+ The distinction here between NRT's and CRT's is a somewhat artificial one There are commercially designed CRT's and district designed NRT's.

state-mandates for state-wide testing. It appears that many of those systems have now substituted their own exams for those designed by the state. In the Council's 1979 report on minimum competency testing, we concluded that many state-level competency exams had actually originated in some cities, and that the new state exams were developed partially as a city-state venture. This process appears to have continued over the ensuing three years.

Six of the thirteen districts use both state and locally-designed minimum competency tests. Five districts use a commerically-developed instrument as an MCT; including Memphis and Nashville which use the state-wide commercially-designed Tennessee Proficiency Test; and Long Beach, Pittsburgh, and Milwaukee which chose a commercially-designed test for use as an MCT. Six districts use MCTs that were designed in-house: Chicago, Denver, Los Angeles, Portland, San Francisco, and Seattle. The Denver test, or variations of it, have been used since 1960.

In addition to those minimum competency tests, twelve districts design their own criterion-referenced tests to serve a variety of specialized purposes. Only two districts, Minneapolis and Washington, D.C., rely on these CRTs to the exclusion of regular minimum competency exams. Toledo and Cleveland are the only districts which rely solely on commercially-designed NRTs to test on a district-wide basis. A total of sixteen districts, then, do not develop their own CRTs for district-wide assessment.

We should note at this point that the distinction between NRTs and CRTs is not one that is held by all test specialists. Portland, for instance, makes no distinction. There are, in fact, NRTs that are district or state designed and CRTs that are commercially-designed. Tests designed for one purpose may be used or modified for another in order to meet the particular needs of the district.

Purposes of Testing:

Both NRTs and CRTs are used for a variety of purposes in the Great City Schools, including: program evaluation, placement of students, diagnosis of individual student strengths and weaknesses, remedial class assignment, curriculum assessment, student promotion or graduation, assessment of district-wide achievement, and determiniation of need for teacher in-service training. The chart below indicates the number of districts that use NRTs and CRTs for the specified purposes. The only district not included in the chart is Portland whose locally-designed Rasch-based tests are developed to combine the features of both CRTs and NRTs.

Table 3 Purposes of Standardized Testing

	Norm-Referenced		Criterion-Referenced	
Testing Purposes	Elementary	Secondary	Elementary	Secondary
● Program Evaluation	24	23	10	9
● Student Placement	18	17	9	9
● Student Diagnosis	19	18	16	15
● Remedial Class Assignment	17	16	10	10
● Curriculum Revision	19	19	12	12
● Student Promotion	4	3	7	4
● District-wide Achievement Progress	27	25	9	10
● Need for Teacher In-Service Training	9	8	7	7

The most common uses of the norm referenced tests involve program evaluation (including federal program assessment), assessment of district-wide achievement progress over time, curriculum revision, and student diagnosis for individual strengths and weaknesses. Criterion referenced tests are, as one might expect, used mostly to evaluate curriculum and to diagnose students. Test results are used to some extent in every district for identifying the need for curriculum revision. Most of the systems are able to examine test results at the district, regional, school, or classroom level to identify weak spots in the curriculum or in curriculum implementation. When curriculum revision is a major purpose for the testing, CRTs would seem to be especially useful because they can be specifically designed to match curriculum objectives.

One of the more controversial purposes of tests like CRT minimum competency exams involves their use in determining student promotion or graduation. Seven districts use the results of NRTs to help in the process of deciding which students to promote, and 11 districts use the results of CRTs for the same purpose. In almost all cases, the test results are only one factor, amongst many, in the decision making process.

Minimum competency exams are also requirements for high school graduation in twelve districts and will become mandatory for graduation in five others in three years. Three years ago only six Council districts used those exams as a graduation requirement. Obviously, the trend is toward greater use of test results to determine eligibility for graduation. In most of the districts with this requirement, students not passing the exams do not or will not receive diplomas. They will, instead, receive certificates of performance or attendance, lower grade diplomas, letters of candidacy for graduation, or other similar forms of recognition. In Detroit, for instance, those not passing the exams recieve"unendorsed" diplomas. In Pittsburgh, students who do not pass the exam are placed in a remedial course which they must pass to graduate. In addition, most districts with the graduation requirement begin giving students the MCTs as early as the 9th or 10th grade (see table 5).

Table 4

Grades Tested With Minimum Competency Exams

	Elementary K-8	Secondary 9-12	Test Producers	Variables Tested
Atlanta	-	10 (or passing)	State	Reading, Math, Problem Solving
Baltimore	1-8	9 (or until passing)	State and District	Reading, Math, Writing
Boston	2, 5, 8	or until passing	State and District	Reading, Writing, Math
Buffalo	3, 6, 8	9, 11 or 12	State	Reading, Writing, Math
Chicago	8	or until passing	District	Language Arts, Computation and Problem Solving, Life Skills
Dade County	3, 5, 8	10 (or until passing)	State	Reading, Writing, Math, Communications Skills
Dallas	8 (or until passing	9 (or until passing)	State and District	Cuts across all subject areas--life skills
Denver	-	9 (or until passing)	District	Math, Reading, Language
Detroit	4, 7, 8	10 (or until passing)	State and District	Reading, Writing, Math
Long Beach	8	or until passing	CTB McGraw-Hill	Reading, Language, Spelling Math
Los Angeles	1-7	10 (or until passing)	District	Reading, Computation, Writing
Memphis	-	9 (or until passing)	State	Math, Reading, Language, Spelling
Milwaukee	8	9 (or until passing)	ETS Addison-Wesley	Math, Language Skills, Reading, Writing (District)
Nashville	-	9 (or until passing)	State	Math, Reading, Language, Spelling
New Orleans	2, 3, 7	10 (or until passing)	State	Writing, Language Arts, Reading, Math
New York City	3, 6, 8	9, 11 or 12	State	Reading, Writing, Math
Norfolk	-	10 (or until passing)	State and District	Reading, Math, Social Studies
Oakland	3, 5, 7	9 (or until passing)	District	Reading, Math, Language
Philadelphia	-	10 or until passing	District	Reading, Mathematics
Pittsburgh	-	10 or until passing	ETS Addison-Wesley	Reading, Math
Portland	8	or until passing	District	Reading, Math, Language Usage
St. Louis	8	or until passing	State	Reading, Language, Math, Government/Economics and others
San Francisco	3, 5, 8	9 (or until passing)	District	Reading, Writing, Math
Seattle	3, 6	9 (or until passing)	District	English, Reading, Math, Language, Life Skills

Grade Levels and Skills Tested:

There appears to be a great deal of consistency in the areas tested with both MCTs and NRTs. The focus of the MCTs is on the basic skills--reading, writing, Mathematics and language arts. Twenty three of the districts assess either reading, Mathematics or both, 10 assess minimum writing skills, 12 examine language arts or communication skills, and three assess spelling abilities. The extent to which the tests focus on so-called "survival skills" was not determined; however, three districts specifically mentioned the assessment of "life skills". A small number of districts also assess such areas as Social Studies, Government and Economics, and Career Awareness. These MCTs are, for the most part, focused on the secondary grades, with testing beginning in grades 9 or 10 and continued until passing. Twelve of the districts, however, have MCTs which also concentrate on the basic skills for elementary grades.

The focus of both NRTs and criterion-referenced tests (other than competency tests) also appears to be upon basic reading, writing and arithmetic skills. There seems to be a greater tendency, however, to use the NRTs in the elementary grades since the results are often used for diagnostic or placement purposes.

Selection of Tests:

1. Who Is Involved in Selection. This survey found extremely wide variation in who was involved in selecting commercially-published exams and in developing district tests. We found that nine districts have standing test review or development committees. In the other districts, ad hoc committees are formed when it is necessary to choose or design a new test. Seventeen of the districts mentioned specifically that research and evaluation personnel were involved in the review

Table 5

Minimum Competency Tests

	State-designed	Graduation Req.	District-designed	Graduation Req.
Atlanta	Yes	Class of 1985	Yes	Class of 1985
Baltimore	Yes	Class of 1982	Yes	Yes
Boston	Yes	No	Yes	No
Buffalo	Yes	Class of 1982	No	---
Chicago	No	---	Yes	Yes
Cleveland	No	---	No	---
Dade County	Yes	No	No	---
Dallas	Yes	No	Yes	Class of 1983
Denver	No	---	Yes	Yes
Detroit	No	---	Yes	Qualified
Long Beach	No	---	Yes	Yes
Los Angeles	No	---	Yes	Yes
Memphis	Yes	Class of 1984	No	No
Milwaukee	No	---	Yes	Yes
Minneapolis	No	---	No	---
Nashville	Yes	Class of 1984	No	---
New Orleans	Yes	No	No	---
New York City	Yes	Class of 1982	No	---
Norfolk	Yes	Yes	Yes	Yes
Oakland	No	---	Yes	Yes
Philadelphia	No	---	Yes	Yes
Pittsburgh	No	---	Yes	---
Portland	No	---	Yes	Class of 1984
St. Louis	Yes	No	No	---
San Francisco	No	No	Yes	Yes
Seattle	No	---	Yes	No
Toledo	No	---	No	---
Washington, D.C.	---	---	No	---

and/or development process, and thirteen indicated specifically that their testing specialists were part of the process. In addition, thirteen districts indicated that their curriculum and personnel were involved. Eight other districts mentioned the involvement of "academic supervisors" or "instructional consultants", which implies that there is widespread participation by curriculum-related central office staff.

The involvement of personnel outside the central office did not appear as wide-spread, with the exception of teachers. Eighteen districts indicated that teachers were actively involved. Only eleven districts mentioned that counselors were routinely involved, and only eight indicated the active involvement of principals. Two other districts, however, cited the involvement of building level staff, without specifying exactly who they were.

The participation of parents appears to be the weakest component in the selection or development process. Only five districts specifically mentioned parents being involved in the test selection process, and only four others mentioned some form of community involvement. In these four districts, parents may, in fact, be acting as community representatives. We found only one district that mentioned spedifically that it involved students or student representatives in the test selection or development process. In summary, then, it appears that almost all districts use either a standing committee or ad hoc committee process in test specification, and that the majority of committee members are normally found in the central offices of the districts.

2. What Criteria for Test Selection Are Used. The criteria for the selection of standardized tests also vary a great deal. Only seven of the 28 districts indicated that they use pre-set criteria, ratings, or review forms in test selection. Nashville and Los Angeles have indicated, however, that such formal criteria

are under development. Most of the districts stressed that criteria such as "match-of-test to the curriculum", "representativesness of norming population", validity, reliability, and racial or gender bias consideraitons were used most often, whether or not formal procedures had been drawn up. A list of sample criteria we found as part of this survey is found in table 6.

We also found that very few districts have any formal policies for dealing with test publishers. Thirteen districts stated simply that published are routinely invited to make presentations to test selection committees, and nine others indicated that specimen-tests from publishers are periodically reviewed even when the publishers themselves are not involved. New York and Detroit are the only districts that use a formal bidding process when purchasing tests from commercial publishers. New York has a formal process that includes issuing RFPs with technical specifications and a pre-bidder's conference. State law in Texas requires bids to be submitted in Dallas, but the selection process usually yields a sole bid. New Orleans often requests bids, and Dade County indicates that it conducts negotiations. Most districts, however, stated that price considerations were only one factor or not a factor at all in test selection.

Our survey also found that only five of the districts reported conducting pilot tests prior to the final selection of new exams. In Chicago, the publishers of tests under consideration are asked to pay for the costs of these pilot tests, and two other districts specified that tests were piloted after final decision but before full district implementation.

3. How Test Items Are Developed. The Council districts appear to use two procedures for developing individual items for their own tests. These tests can be either criterion or norm-referenced. Most districts rely primarily on teachers and curriculum personnel to write items, and research/testing personnel to test the

Table 6 Summary of Test Selection Criteria

Descriptive Criteria

0 Relationship to curriculum
0 Availability of alternate forms
0 Range of grades available
0 Grade continuity
0 Short practice tests available
0 Format
0 Comprehensiveness
0 Range of performance available
0 Length
0 Durability of test booklets

Technical Criteria

0 Content validity
0 Construct validity
0 Concurrent validity
0 Predictive validity
0 Reliability
0 Internal consistency
0 Freedom from racial and gender bias
0 norming population
0 Sequencing of items
0 Sufficient items to measure skills
0 Appropriateness for placement and testing
0 Ease of implementation for functional level testing

Test Administration

0 Training required to administer
0 Clarity of instructions
0 Ability to sustain student interest
0 Ease of recording answers
0 Administrative usability
0 Adequate manual
0 Time required

Test Results

0 Scoring ease
0 Existing data bank
0 Types of scores provided

Cost of Tests

items' technical specifications. In some cases, the districts may use item banks or pools set up by test publishers or by regional labs. Portland and Seattle, for instance, occasionally use an item pool developed by the Northwest Evaluation Association, Oakland sometimes uses the NIE National Education Assessment pool, and occasionally uses test publishers existing item banks for which a royalty must be paid, and Atlanta may draw from the Atlanta Assessment Project pool.

Technical Specifications:

This survey found that nearly all districts use some criterion for assuring test validity. For the most part, the districts assume content validity for the tests that they develop and key to the curriculum. As we indicated before, many of the district-designed tests are developed to assess curriculum strengths and weaknesses, and that curriculum and subject matter specialists are involved in preparing test items that are related to curriculum objectives. The assumption is made that the process of test development is an assurance of content-valid items. We found only one district, Portland, that uses a type of criterion validity to assess its instruments. Again, Portland uses a mix of both norm and criterion referencing in its test development.

All districts that develop their own tests use a variety of procedures for assuring the reliability of the exams. We found that this process is a continuous one in the sense that the districts conduct reliability studies on a fairly regular basis. In addition, the districts appear to use a two-step process when designing their own tests to assure that racial, cultural and gender bias has been excluded. The first step is normally at the item-design phase; when each item is written, it is reviewed for bias by test committee members consisting of male and female members of various ethnic backgrounds. The second step involves detailed item analyses for each racial or gender grouping when the exams are pilot tested. Not all districts, however, use both steps.

In Cleveland, where the school district does not design its own tests, one commercially-published exam will be tested for bias using a Logist Test procedure. In Detroit, the district has had publishers change items when bias was detected.

Administration of Tests:

1. How Students Are Sampled. With few exceptions, we found in this survey that all students in all designated grades are given standardized norm-referenced or criterion-referenced tests. No sampling plans are generally used when tests are administered. The exceptions are found in the California cities and in Milwaukee. In California, one state test is administered using a matrix sampling procedure, and in Milwaukee, students are serially sampled for grade 12 testing. The only other exceptions occur with the periodic testing for special education classroom placement.

2. How Test Security Is Assured. The extent to which the Great City Schools take steps to assure the security of their tests also varies. The most common procedure involves storing the tests in central offices or warehouses. These tests are generally sent to the schools just prior to test administration and returned immediately afterwards. Some type of inventory process is usually established to count tests before and after administration.

Once tests are in the schools, their security normally becomes the responsibility of principals, counselors, or designated building test coordinators. Baltimore and Dallas mentioned that random sample observation is conducted during test administration, and in Minneapolis, school counselors monitor the test-giving process. In New York, the Inspector General's office often observes test security measures in schools and will either recommend punative measures or demand the use of alternative forms if violations are found.

3. Which Students Are Exempted. The trend in the Great City schools appears to be to test all students who are able to be tested or who may benefit from testing. This trend applies to norm-referenced tests, criterion-referneced tests, and minimum competency tests. The exceptions involve special education students and limited-English-proficient students. Most districts have or are taking steps to accommodate students with various physical handicaps. Large print and Braille versions of tests are now available in most districts, and orthopedically handicapped students normally are administered tests in special individual sessions if academic testing is warranted.

Also, most districts require students to take and pass minimum competency exams in English, even when passage is a graduation requirement. LEP students are excused in Boston on an individual basis, while exemption in Seattle and Milwaukee is a function of a student's English language proficiency. Both Milwaukee and Detroit will exempt foreign born students who have been in the country for less than a specified time. New York and Buffalo now give their state's Math minimum competency exams which has been translated into 22 languages, and New York City has a procedure to allow writing samples to be taken in a student's native language. Portland is the only other district we know of that is currently planning to translate its Math tests into different languages.

The only other exemptions we identified were in New York, Buffalo, and Boston. In the first two, students with high scores on CEEBs and ACTs are exempt from the state minimum competency tests, and students in Boston who entered the system after grade ten are also exempt from state-wide tests.

Table 7

Policies for Special Students

School System	Mentally Handicapped Students	Adaptations for Physically Handicapped Students	NEP/LEP Students	Other Students
Atlanta	exempt from tests	large print	must take tests in English	no other students exempt
Baltimore	level three & above students exempt	none	must pass tests in English	no other students exempt
Boston	must meet IEP standards	must meet IEP standards	determined on individual basis	students entering system after grade 10 exempt
Buffalo	alternative testing methods	adaptations made on individual basis	Math in 22 languages	High scores on CEEB and ACT exempt
Chicago	must take tests for diagnosis if IEP specifies	must follow IEP	must pass tests in English	no other students exempt
Dade County	EMR, TMR, PMR exempt unless parents request	Braille, large print, other adaptations	must pass in English	some emotionally handicapped exempt
Dallas	students w/special education class exempt	no policy	tests must be passed in English	no other students exempt
Denver	not required to take test unless diploma desired	no policy	must pass tests in English	no other students exempt
Detroit	optional	Braille, large print, oral administration	NEP/LEP in country less than one year exempt	no other students exempt
Long Beach	must meet IEP standards	adaptations for blind and hard of hearing	must pass tests in English	no other students exempt
Los Angeles	must meet IEP standards	large print, oral administration	must pass tests in English	no other students exempt
Memphis	exempt unless student requests	large print, special accommodations for orthopedically handicapped	must pass tests in English	no other students exempt

(cont'd)

School System	Mentally Handicapped Students	Adaptations for Physically Handacapped Students	NEP/LEP Students	Other Students
Milwaukee	TMR, EMR, LD exempt from tests	none	as well as those identified as LEP under set procedures described by law	no other students exempt
Nashville	exempt unless student requests	large print, special accommodations for orthopedically handicapped	must pass in English	no other students exempt
New Orleans	must meet IEP standards	no policy	exempt upon request	no other students exempt
New York City	alternative testing methods	adaptations made individual basis	Math in 22 languages, writing in native language	high scores on CEEB and ACT exempt
Norfolk	special provisions made	large print, some individual	must pass in English	no other students exempt
Oakland	must meet IEP standards	individual determination	must pass test in English	no other students exempt
Philadelphia	those in self-contained classes exempt	teacher discretion on means of administration	must pass reading tests in English, Math available in Spanish	no other students exempt
Portland	any student who can take tests under normal conditions	being planned	Math being developed in other languages	
St. Louis	must meet IEP standards	must meet IEP standards	no policy	no other students exempt
Seattle	exemption depends on teacher judegment	Braille, large print, taped tests	exemption function of oral proficiency score	no other students exempt
San Francisco		adaptations made	must pass tests in English	no other students exempt

EMR-Educable Mentally Retarded; TMR-Trainable Mentally Retarded; PMR-Profoundly Mentally Retarded; LD-Learning Disabled

4. Training for Test Administration. All districts in this survey appeared aware of the need for faculty/administrator training in test administration. The extent to which such training occurs, however, seems to be a function of staff time and resources, which are usually in short supply in the cities. Fifteen of the districts indicated that in-service training of test administrators was provided by central district personnel. In most cases, central office staff conduct workshops for designated building test coordinators who, in turn, are responsible for faculty training. In other districts, training is the responsibility of counselors or test coordinators. The frequency of the training also varies. In several districts, training occurs annually but may be attended only by new teachers. Training occurs in other districts only when new tests are introduced, when a request is made, or staff is available for such sessions.

5. Student Preparation for Tests. Almost all of the Council's districts indicated that students are not routinely prepped to take standardized tests. Cleveland, Oakland, and St. Louis are the only districts that indicated that individual schools run voluntary, supplemental programs outside of regular classroom work to prepare students for tests. St. Louis, however, actively discourages the procedure. Seattle is now field-testing the Random House Program, "Scoring High on the CAT", making that district the only one we know of that is making such an effort. Dallas and Washington, D.C. prepare students on how to take tests but not for specific exams. The Dallas Testing and Information staff have prepared a skit which they perform in schools and at PTA meetings on how to take tests, and teachers in Washington have written a handbook called "Moving Up to Success in Test-Taking" for use in the classroom.

Management of Test Data:

1. How Test Data Are Kept. Most districts, 18 in all, maintain separate test data and student record files, although several districts have the capacity to merge files via student I.D. numbers. In only four districts, the student and test data bases are identical, that is, all test data are recorded on student records. Two districts maintain both a student data base with test information and a separate test data base. Two other districts indicated that current-year test results are recorded on the student data base, but that each year's entry automatically deletes the previous entry. Only two districts indicated that no formal test data base is maintained. Fifteen districts, in all, specified that their data base consisted only of results from NRTs; in three districts only CRT data are kept; and in all others, both types of data are recorded.

2. How Data Can Be Analyzed. Because testing is done on a district-wide basis, all districts are capable of analyzing test results at that level, and almost all are capable of producing test results by school. Nineteen districts either generate analyses by gender or have the capacity to do so, seventeen can analyze data by race, eight by language or language status, and three districts reported the capacity to analyze data indirectly by SES. In addition, twenty one districts reported that longitudinal test data are maintained, but twelve of them noted that such data could be obtained only by accessing individual student results. Only three of the districts reported that they do not keep longitudinal data.

3. Student Records and Test Results. We found in this survey that only one district does not record test information on student records. In all other districts, notations of some nature are made regarding the results of NRT or CRT exams. Generally, school administrative personnel, principals, teachers,

counselors, and parents have access to these records. Ten districts permit student access to individual files by request or appointment; but in four districts, students must have reached the age of majority before they are given access to their records.

4. How Test Results Are Reported. In addition to internal reports, most districts release information on test scores directly to the public or indirectly through the Board of Education.

We also found that almost every district makes an effort to assure that teachers receive assistance with the interpretation of test results. The primary mechinisms for this purpose are in-service workshops, programs or staff meetings in 18 districts. Ten districts reported that they provide written assistance which, in some cases, is in addition to workshops, and in others the primary mechanism. Three districts responded that the type of assistance given faculty is a local school option.

Seventeen school districts send parents written reports which, in addition to test results, contain information designed to assist with interpretation and understanding of the results. Assistance is also offered in 13 districts at parent-teacher conferences while six districts work with various parent groups. Portland and San Francisco have manuals/brochures for parents and St. Louis is in the process of preparing one. Four districts responded that assistance with test result-interpretation for parents is a local school option while three districts send no test results home.

5. Who Is Responsible for Testing Programs. In 25 of the districts, the departments that have the responsiblity for research and evaluation are independent organizationally from departments having responsibility for curriculum

and instruction. Responsibility for test administration is currently located in departments of research and evaluation in 19 of these districts. In five districts, curriculum and instruction divisions or testing offices within these divisions have responsibility for test administration. In Chicago, responsibility is split between Research and Evaluation (NRTs and Proficiency exams) and Curriculum (CRTs). In three districts, the research and evaluation functions of the system fall under a division of curriculum for the purposes of testing.

Results of Testing:

1. Setting Cutoff Scores for Passing Tests. In the districts that currently administer competency exams and for which passage is relevant, there is great variance in how cutoff scores were determined. No two districts used exactly the same procedures. In seven districts, central office administrative personnel were solely responsible. In eight districts, school level personnel (primarily teachers) were involved in the process in addition to central office personnel. In six of these eight districts, community members and/or parents were also involved.

Very little information regarding standards was provided to us. In Portland, the standard adopted by the Board of Education is a 9th grade national equivalent, and Baltimore has a presumption of 9th grade functional skills. In St. Louis, which uses a state-designed minimum competency test, the standard is based on materials which should have been presented by 6th or 7th grade.

Because of the diversity of tests used for minimum competency, no generalizations can be made regarding cutoff scores. Although Pittsburgh and Milwaukee uses the same commercially published norm-referenced test as a minimum competency test, each used different procedures to determine cutoff scores and have different baseline figures. In those districts which administer state-designed minimum competency tests, standards and cutoff scores were set by the state. Boston, which sets its own, subject to state approval, is the only exception.

Comparable data on competency test rates were impossible to obtain. Some districts tests are still in the process of modification or early implementation and no figures are available. In other districts, pass rates for all grades tested were averaged. It appears, however, that on repeated testing that nearly all students pass the MCTs by the end of their twelth grade year.

2. What Requirements Are for Remedial Work. The retaking of tests, however, is not necessarily the main reason for such high passing rates by the twelfth grade. Twenty districts have policies for mandatory remedial work when students fail tests or score below minimally acceptable levels. In eight districts enrollment in remedial courses or summer school is automatic. In the remaining eleven districts, remedial work in various formats is mandatory. Six districts have policies whereby remedial assistance is available at the student's option. Only three districts with minimum competency tests have no policy, although remedial assistance is available if requested.

Assistance in the regular classroom and enrollment in remedial courses are the primary mechanisms through which assistance is provided students. Eighteen districts also provide students with tutorial assistance, 18 have skills labs and ten run before/after school drop-in programs. However, those three may not be available in all schools for all students in every case. Remedial work is also available in summer school in ten districts. Eight districts develop individual remedial plans or materials for students to use at home or in the classroom.

Court Action on Testing:

As far as we could tell in this survey, no legal action has been taken against any of the Great City School districts for the use of minimum competency or other tests. The Florida state minimum competency test which is administered in Dade County has been challenged, but the case is still pending.

Costs of Testing:

Seventeen districts pay all costs of their student assessment programs. This includes five districts which administer state minimum competency tests. In the other districts which have state minimum competency tests, the state pays most costs for these tests. Three districts noted that the state pays costs of one or more mandated tests.

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We should give some recognition at this point to the fact that testing is not the only way, or even the most successful way, to assess student performance. The progress of the schools can be measured in terms which deal with attendance, levels of violence and crime, teacher turnover or burnout, dropout rates, and a host of other variables, some quantifiable and many not. Again, the purpose of this report was not to judge the adequacy of the testing in our member districts but to provide detailed information to them on a topic that absorbs a great deal of their resources and shapes a good many of their programs.

Individual District Profiles

ATLANTA

The district currently uses standardized commercial norm-referenced achievement tests and state-developed criterion-referenced tests. State and district-designed minimum competency tests are now being field tested and will go into effect as a graduation requirement for the 1985 graduating class.

PURPOSE OF TESTING

At the elementary and secondary levels, NRTs are used for:

- program evaluation
- placement of students
- diagnosis of individual student strengths/weaknesses
- placement of students in remedial classes
- assessment of need for curriculum revision
- measurement of district-wide achievement progress
- determination of the need for teacher in-service training

CRTs are used at elementary and secondary levels for:

- diagnosis of individual student strengths/weaknesses
- assessment of the need for curriculum revision
- measurement of district-wide achievement progress
- determination of the need for teacher in-service training

NRT results are also used for the evaluation of federal programs. The district matches test objectives to the curriculum. If test results indicate areas of weakness, work is done to reinforce the curriculum.

SELECTION OF TESTS

Tests are selected by ad hoc ommittees formed when a decision to consider new tests is made. The committee is generally comprised of resource personnel, curriculum coordinators, counselors, research assistants and teachers. Specimens are requested from publishers and presentations made to the committee. Specimens are also sent to a stratified sample of schools for review and trial. The final decision was based on 18 criteria and feedback from the schools. A copy of the criteria is available at the CGCS.

When designing its own tests, items can be selected from the Atlanta Assessment Project, which is a state funded item pool, if they match local curriculum objectives.

TECHNICAL INFORMATION

The validity and reliability of the competency tests is in the process of being determined as part of the pilot testing. Pilot test results are also being examined to determine if test items contain cultural, racial or gender bias. Item analyses with comparative outcomes of various groups are being conducted.

ADMINISTRATION OF TESTS

All students in all schools are tested in the students' schools. The tests are mailed out from a central warehouse several days prior to administration to test contact persons in each school who are responsible for test security. All tests must be returned.

Research Assistants assigned to each school conduct workshops on test administration and interpretation of scores.

Some special education and handicapped students are exempt from tests. However, it is recommended that all students take tests if possible. The state has large print tests available for vision impaired students but no special accommodations are made for limited or non English proficient students.

MANAGEMENT OF TEST DATA

The district has a test data base for the C.A.T. The state provides the district with class rosters, information pertaining to mastery or non-mastery of objectives for students and for grade 10 students, scaled scores and state percentile.

State test result reports for each student, school and the district as a whole are sent to the Division of Research and Evaluation. These are then forwarded to principals, teachers and counselors. Research and Evaluation compiles the results for the administration, comparing outcomes to previous administrations and other reference groups.

Assistance is given to teachers on test result interpretation in workshops but the state provides reports which are well done and almost completely self-explanatory. The report to parents is in an easy-to-understand narrative. Parents can also discuss results during parent-teacher conferences.

Test data are printed on gummed labels attached to student records. One copy of the individual student report is also attached to the records. Students, parents and persons responsible for instruction have access to the records.

The research department and curriculum and instruction department are separate units but representatives from each work together on teams for development. Research, Evaluation and Data processing is responsible for test administration.

TEST RESULTS

The state is presently in the process of developing standards and cutoff scores for the minimum competency test. It has a contract with Georgia State University to develop tests and recommend standards. The final decision will be made by the State Legislature. All data and decisions are reviewed by the state Student Assessment Advisory Council which, however, is advisory only. They do not make decisions or give approval.

ACHIEVEMENT TESTS (ATLANTA)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	California Achievement Test	CTB/McGraw-Hill	Pre-Reading Math	Scaled Score NCE Percentiles	April	NRT	Form C	National	To assess achievement
1	California Achievement Test	CTB/McGraw-Hill	Reading, Math	All of above plus grade equivalents	April	NRT	Form C	National	To assess achievement
2, 3	California Achievement Test	CTB McGraw-	Reading, Math, Language, Spelling	"	April	NRT	Form C	National	To assess achievement
4-11	California Achievement Test	"	Reading, Math, Language, Spelling, Reference Skills	All of above plus grade equivalents	April	NRT	Form C	National	To assess achievement

MINIMUM COMPETENCY TESTS (ATLANTA)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
4, 8	Georgia Criterion Referenced Test	State	Reading, Math, Career Development	Mastery or non-mastery; percent of students passing each objective	March	CRT	---	---	To determine mastery or non-mastery of specific objectives
10	Georgia Basic Skills Test	State	Reading, Math, Problem Solving	Scaled Score	March (later also October)	CRT	---	---	To identity students who have not mastered objectives for remedial assistance: will be graduation requirement starting school year 1982-83

Students who fail minimum competency tests will automatically receive remedial assistance in various formats which are now being developed. The district will pay for all remedial work although some funds may be available from the State.

Test scores are not a factor in promotion decisions but as of the class of 1985, students must pass the minimum competency test to graduate even if all other requirements have been satisfied. Students will have a number of opportunities to pass the test but if they do not, a certificate of attendance will be awarded in place of a regular diploma.

The state covers all costs of the Georgia Basic Skills Test but the district must pay all other test costs including those of the state mandated Life Coping Skills Test which the district is presently developing.

For further information on Atlanta's student assessment program, contact:

Dr. Carole S. McCarson
Division of Research and Evaluation
210 Pryor Street, S.W.
Atlanta, GA 30335

Phone: (404) 659-3381

BALTIMORE

The district uses standardized achievement tests published by commercial testing services and both state-designed and district-designed minimum competency tests.

PURPOSES OF TESTING

Both NRTs and CRTs are used at elementary and secondary levels:

- for program evaluation
- for placement of students
- for diagnosis of individual student strengths/weaknesses
- to place students in remedial classes
- to assess the need for curriculum revision
- to promote students from one grade to another
- to measure district-wide achievement progress

In addition, CRTs are used at the elementary and secondary levels to determine the need for teacher in-service training. Results are used in the evaluation of federal programs.

Both NRTs and CRTs are referenced against the curriculum. Item analysis of test results are sent to schools where curriculum modification may be undertaken in necessary areas.

SELECTION OF TESTS

The district has no standing test review committee. When necessary, test selection is conducted by personnel from the Office of Testing and Evaluation who draw on curriculum specialists from the elementary and secondary divisions. The Deputy Superintendent in charge of the Bureau of Educational Support Services also has input into the selection process and final approval.

The participants in the selection process review test specimens and material descriptions with an emphasis on test match to curriculum and assurance that the tests have been standardized for urban populations. Publishers are also invited to do presentations. Materials are sent to instructional personnel for review and the tests are piloted. The selection is not firm until the pilot test is complete and the data from the pilot has been analyzed and reviewed. Competitive bids are not received; cost is not the main selection criterion.

When designing its own tests, the instructional division(s) are asked to review behavioral objectives, scope and depth of the test, and to generate a pool of items measuring each behavioral objective. The items are reviewed, revised to appropriate format, and piloted. Results and technical data are examined for validity and to assure that they are not out of line with preceding test difficulty criteria.

TECHNICAL INFORMATION

The distirct uses a number of measures to determine the reliability of its district-designed CRTs including reliability coefficients KR20 and KR21, item correlations, distractor information, discrimination indexes, Rasch score calibrations, and T-tests fit to Rasch.

The district relies on content and curriculum validity through the item-developed process and examines sub-samples to determine consistency.

Racial and gender bias is removed through the use of item and distractor analysis with group comparisons.

ADMINISTRATION OF TESTS

All students in all schools are tested and all testing is conducted in the students' schools. The district's terminal proficiency tests are stored and inventoried at the Office of Testing and Evaluation. They are sent to building test coordinators prior to administration. The test coordinators are responsible for test security in the schools and the inventory and return of tests. Random sample observation during test administration is also conducted. The non-terminal proficiency tests are stored in schools under lock and key. The writing test is revised annually.

Special education students classified above level three (self-contained classrooms and higher) are currently exempt from proficiency tests but will be included in the future. Bilingual students must pass all tests in English.

Training on test administration is given to faculty by test coordinators who may be principals or senior teachers experienced in testing. An instructional manual is also available.

MANAGEMENT OF TEST DATA

The district has no integrated test data base. The test data are stored bi-annually, test-by-test. Current and historical test data for individual students can be constructed and retrieved via student identification number. The district does have a separate student data base, and is planning to install a micro-computer system which will permit individual teachers to access test data for planning purposes.

Currently, the district generates numerous analyses which include Rasch scores, summary statistics (SAS package), class lists, grade summaries, building reports, and regional and system-wide status reports. The data base allows for analyses by school, gender, race, language, and indirectly by SES. In addition to reports to teachers, principals, and administrators, the district also produces reports for any specially funded projects as well as Board of Superintendent requested studies.

Teachers receive item analyses of each student's proficiency test results for diagnosis. Staff from the testing office will go out and present programs on test result interpretation. Programs are also given at PTA meeting. Proficiency test results are made available to parents.

All test scores are printed on gummed labels and attached to student records to provide individual historical data. Teachers and principals have access to these records on a need-to-know basis. Parents and students also have access upon request.

ACHIEVEMENT TESTS (BALTIMORE)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
Pre-K	Boehm Test Basic of Concepts	Psych Corp		Raw Score Percentile	Sept/ Oct Apr/May	NRT	Form A	Publisher	Placement of students; to measure student progress-Title I schools
K	Boehm Test of Basic Concepts	Psych Corp		Percentile Scaled Score	Sept/Oct Apr/May	NRT	Form B	Publisher	Placement of students; to measure student progress-Non-Title I schools
K	Metropolitan Pre-Primer	Psych Corp		"	"	NRT	Form JS	Publisher	Title I schools only, to measure student progress, placement of students
2	California Achievement Test	CTB/McGraw-Hill	Reading, Math, Language	Grade Equivalent	Nov (Pre) May (Post)	NRT	Form C	Publisher	To measure system-wide progress/ diagnosis of individual students, school ranking, determination of target schools' individual pupil profiles
3, 5, 8	California Achievement Test	"	"	"	"	NRT	Form C	Publisher	"
9	"	"	"	"	"	NRT	Form C	Publisher	Title I

MINIMUM COMPETENCY TESTS (BALTIMORE)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
1-9	Proficiency Test in Writing	District	Writing	Percent items correct	April	CRT			Purposes: Curriculum assessment, placement of students, diagnosis of students, instructional services, graduation requirement. If students do not pass terminal test in grade 9, tests may be re-taken twice each year through grade 12, after placement in remedial class until passed.
3-8	Proficiency Test in Math	District	Math	Percent items correct	April	CRT			Purposes: Same as above except terminal test is in grade 8.
3-9	Proficiency Test in Reading	District	Reading	Percent items correct	April	CRT			Purposes: Same as i Writing
7&9	Maryland Functional Reading Test	State	Reading	Percent items correct	Oct				To identify students needing remedial help. District graduation requirement since 1979, State requirement as of Class of '82

*As part of Project Basic, the State Competency Program, competency tests in Mathematics, Writing, and Life Skills. Effective Dates: September 1982 (Math); Spring 1983 (Writing); Spring 1983 (Life Skills).

The district has maintained a test file back to the 1960s. Historical test data, by student, have been maintained since Fall 1977 but must be accessed by test.

The Research Department and Curriculum and Instruction are independent, but assignments are carried out in consultation. Proficiency testing, state testing and achievement testing are administered by the Office of Testing and Evaluation.

The standards for passing the district's minimum competency tests were set by the Superintendent, the Board of Education, personnel form Secondary and Elementary divisions and the Operational Cabinet which is composed of the Superintendent, Deputy Superintendents, Regional and Assistant Superintendents, and division heads. A determination of reasonable scores based on assessment of results was made taking into consideration legal implications. When test results show that students are reaching minimal competency at the 90% level on a specific objective, it is up-graded to match the average level of competency. The cut-off on the district's proficiency tests is 70% and on the state test 80%.

Failure on the district's proficiency tests is a signal that remedial support must be provided. This support is available in the regular classroom, in remedial courses, in summer school, through tutorial assistance, and in skills labs. If a student fails a terminal proficiency test, enrollment in a remedial course, which substitutes for an elective at the secondary level, is automatic. The district pays for all remedial work.

Proficiency test results are a factor in promotion decisions. All retention decisions are reviewed by a school board committee which also takes into consideration teacher reports, classroom performance, and the number of times previously retained. The same considerations apply to placement for remedial work.

Students must pass the district competency tests in reading, Mathematics, and writing to graduate, even if all other requirements have been satisfied. No special diplomas or certificates are given to those who do not pass. Students are not required to leave school and may also return to take tests.

Minimum achievement levels are specified by both the district and the state, but no legal actions have been taken against the district for the use of test since the policy was established in 1978-1979.

The state provides the state test materials but does not pay for computer or personnel costs associated with these tests. Except for Title I, all other costs of the student assessment program are paid for by the district.

For further information on Baltimore's student assessment program, please contact:

Mr. Jacob Schuchman, Coordinator
Office of Proficiency Testing
Baltimore Public Schools
2330 St. Paul Street, 2nd Flr.
Baltimore, Maryland 21218

Phone: (301) 396-7475

or

Mr. Leonard Granick, Director
Office of Testing & Evaluation
Baltimore Public Schools
School 79-Portable
2801 N. Dukeland Street
Baltimore, Maryland 21216

Phone: (301) 396-0366

BOSTON

The district uses standardized achievement tests published by a commercial testing service and both state and district-designed minimum competency tests.

PURPOSES OF TESTING

The district's commercially published NRT's are used primarily to measure district-wide achievement progress and for Title I placement. Another NRT is used for placement of students in the district's "exam" high schools. One commercially published CRT is currently used for diagnosis of individual student strengths and weaknesses. Another CRT is also used as part of the district's minimum competency testing. NRT test results are used in the evaluation of federal programs.

The tests were chosen on the basis of their relevance to the curriculum. The relationship between the student assessment program and curriculum improvement efforts lies at the individual teacher level. Teachers receive test results, determine students' needs and modify instruction accordingly.

SELECTION OF TESTS

Tests are selected by ad hoc committees consisting of central, district and school level personnel. The committee determines the selection policies and criteria. Test specimens are examined for their relationship to the curriculum and with regard to reliability, validity and representativeness of the norming population. Bids are not sought on an annual basis.

Item banks or pools are not currently used in the district since the only district-designed test is a writing test. Teachers are asked to recommend topics students can write about for this test.

TECHNICAL INFORMATION

When topics are suggested for the district-designed writing test, they are screened to assure that cultural, racial, and gender biases are excluded. The tests are scored holistically. Raters take into account the mechanics of writing (e.g., grammar, spelling, and punctuation), as well as theme development.

The district uses inter-rater reliability to assure that the evaluation of student writing tests is accurate and consistent. Two trained readers evaluate each test. If there is a discrepancy greater than one point between the two evaluations, the evaluation is reviewed.

ADMINISTRATION OF TESTS

Currently, all students in Grades 1 through 11 in all schools are tested with an NRT in reading, and in Grades 4, 6, and 9 in math, although there is some discussion of sampling plans in the future. All testing is conducted in the students' schools.

Numbered tests and pre-coded answer sheets are sent to school principals who are responsible for their security in the schools. Workshops on test procedures are held at a central location for building test coordinators. They, in turn, train faculty members with the emphasis on new teachers.

Exemption of special education and limited English proficient students from state tests is determined by teachers on an individual basis. The general rule is to test as many students as possible when appropriate. The CTBS Espanol is available for Spanish-speaking students and the M.A.T. is available in large print for vision-impaired students. The physically handicapped are assisted on an individual basis on the M.A.T. with methods appropriate to their needs.

MANAGEMENT OF TEST DATA

The district maintains test results from all achievement and competency tests on tape by test and student. The Information Systems Development department maintains the test data base with test results keyed to student indentification number. The Department of Implementation maintains the student data base which has personal data on students. The capacity thereby exists to merge data from the two departments to perform additional test score analyses.

In addition to individual student scores, the data base aggregates scores by grades in individual schools, by subdistricts and for the system. Percentiles, grade equivalents, and stanines are reported by grade and race for each level. The data base also allows for analyses by gender.

A summary report showing grade equivalent units and comparisons by year are sent to the press and District Advisory Councils (parent groups).

Teachers received training on interpretation of test result printouts from the ICRT through in-service workshops. Parents receive written reports stating whether or not students met standards on the ICRT, and they may meet with teachers for information during the schools' open house.

Only the results from the M.A.T. are recorded on labels placed on students' permanent records. State competency test results are only on temporary records. School level personnel, parents, and students have access to the records upon request. No longitudinal data have been developed but the tapes to do so do exist.

Currently, the district has no research or testing department, although the system is presently undergoing structural changes. Proposed plans include the placement of testing and evaluation under the supervision of the Deputy Superintendent of Curriculum and Instruction. At present, test administration is the responsibility of the Office of Curriculum and Competency.

TEST RESULTS

Standards for passing both the district-designed and state minimum competency tests were set by a steering committee of teachers, parents and community representatives. The standards set by the committee were subject to state approval. In reading, students in Grade 2 must score 60 correct out of 70 items, and 24 out of 34 in math. In Grade 5 students must score 26 out of 40 correct in reading and

ACHIEVEMENT TESTS (BOSTON)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/CRT	Forms Used	Norms Used	General Purposes
1-11	Metropolitan Achievement Test	Psych Corp	Reading	Grade equivalent, Percentile, Stanine	Oct May	NRT		National	May - Measure district-wide achievement progress Oct - Title I pre-test; for placement in grade 4, 5, 6 advance work classes
4, 6, 9	Metropolitan Achievement Test	Psych Corp	Math	Grade equivalent, Percentile, Stanine	Oct May	NRT		National	"
2 & 5	Individual Criterion Referenced Test	Educational Progress Corp Tulsa, OK	Reading and Math	Percent objectives passed/needs remedial help/failed	May	CRT		---	Diagnosis of individual student strengths/weaknesses, to determine need for remedial work, also used as minimum competency test in compliance with state approval
6 & 8	Secondary School Admissions Test	ETS	Battery		Dec Jan	NRT			Placement in "exam schools" (Boston Latin, Boston Technical H.S., Boston Latin Academy)
4-12	Degree of Reading Power	College Board	Reading	DRP units	March	Absolute Scale			
3, 4, 5	CTBS Espanol	CTB McGraw-Hill	Reading Math	---	---	*See General Purpose of Testing			*For selection of students for advanced classes in bilingual (administered by Bilingual office)

MINIMUM COMPETENCY (BOSTON)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
2, 5	Boston Writing Test	District	Writing	Holistic	Spring	---	---	---	To determine minimum competency in writing in compliance with state mandate
8	State Minimum Competency Test	State	Reading and Math equals percent objectives passed	Holistic	Spring	---	---	---	To determine minimum competency in areas tested

19 out of 34 in math. On the 8th grade state-designed test, students must answer 32 out of 55 correctly in reading and 31 out of 59 in math. Currently, an average of 85% of the students at all three grade levels pass the test.

Students who fail the tests receive remedial assistance in their regular classroom. Individual remedial plans are developed and at the secondary level (Grade 8) students retake the test until they pass. No other forms of remedial assistance are available.

Test results are not formally taken into account in promotion decisions. Class work and teacher recommendations are other factors considered. As the competency tests were only recently implemented, no policy has been determined at this point with regard to graduation and diplomas for those who od not pass.

The specification of minimum achievement levels for students is a local option subject to state approval. No legal actions have been taken against the district for the use of any tests.

The district pays the entire cost of the student assessment programs including the state-designed and mandated minimjm competency tests.

For further information of Boston's student assessment program, contact:

Dr. Virginia M. Cahill
Office of Planning and Policy
26 Court Street
Boston, MA 02108

Phone: (617) 726-6480
726-6481
726-6482

BUFFALO

The district uses standardized achievement tests published by a commercial test service and state-designed minimum competency tests.

PURPOSES OF TESTING

NRTs are used at both elementary and secondary levels:

- for program evaluation
- for placement of students
- for diagnosis of individual student strengths/weaknesses
- to place students in remedial classes
- to assess the need for curriculum revision
- to measure district-wide achievement progress.

CRTs are used for placement of students in remedial and other programs. The results are also used in the evaluation of federal programs.

Tests are referenced against the curriculum. The evaluation department feeds data to the curriculum department which write curriculum programs. As part of the curriculum development, test results from prior years (prepost models) are used.

SELECTION OF TESTS

When tests are to be selected, an ad hoc committee is formed. The committee always includes the Directors of Evaluation, Curriculum, Reading, Math and Language Arts. Teachers and counselors have been included in the past.

The committee develops an ad hoc model for evaluating the tests. Sample packages from commercial publishers are reviewed and analyzed with regard to content and reporting. Publishers are then invited to make presentations and the committee makes the final selection. Competitive bids are not received.

ADMINISTRATION OF TESTS

Students in all schools are tested and all testing is conducted in the students' schools. Tests are inventoried. Each school must request a specific number of tests which are delivered no more than a week prior to test time. Tests are stored in the school safe and test security is the responsibility of building test coordinators who must also assure that all tests are returned.

Very limited English proficient students and students with handicaps which would preclude successful completion are exempt from NRTs. No adaptations of these tests are made for handicapped or limited English proficient students.

On the state competency test, alternative testing techniques are used for "pupils whose native language is other than English who first enter, after grade eight, schools where the predominant language of instruction is English. Alternative testing techniques are also available for students with 'handicapping' conditions".

Students are exempted from a State comprehensive test requirement for graduation if they have scored above a certain level on College Entrance Examination Board tests or American College Testing Program tests or have passed State Regents examinations in English and math. "Alternative tests" may be used for students "who have not passed the examinations...because of extraordinary administrative circumstances not caused by the willful act of the pupil or of a teacher or administrator".

MANAGEMENT OF TEST DATA

The district maintains a central test data base for the Metropolitan Achievement Tests which includes test items and results by student, and pupil discriptors such as name, I.D. number, school grade, and date of birth. The data can also be keyed by school. A separate student data base is maintained but analyses of test results by gender and race can be conducted by mixing the files.

The district reports means, standard deviation, prepost evaluation of difference of means with F-test, and item analyses by individual, class and school summary.

Teachers receive M.A.T. subscores and Totals and all reported metrics for their pupils. Principals receive grade level summaries for their schools and a district-wide report by grade for reading and math is sent to the Superintendent and Board of Education.

Assistance for parents and teachers with test result interpretation is the responsibility of school principals. Parents are also provided information and assistance on conference days and may review pupil records at that time.

Gummed labels showing test subscores and total scores, pre and post for the M.A.T. are attached to student cumulative records.

The M.A.T. results by student have been maintained for the last two administrations.

The Curriculum Department is located in the Division of Instruction. The Department of Evaluation which is responsible for test administration is in the Bureau of Research and Administrative Services in a separate division. Curriculum and Evaluation staff cooperate in evaluation design and curriculum development.

TEST RESULTS

The standards and cutoffs for the minimum competency test are determined by the state. Students who do not score well on tests from grade 3 on receive automatic remedial assistance. Assistance may be provided in the regular classroom, in remedial courses, in summer school, by tutors and in skills labs. In addition, the district uses models such as small class size or reading consultants to help teachers develop individual remedial plans as part of the regular curriculum.

Test results are not usually a factor in promotion decisions although they could be used as support one way or another. As of the class of 1982, students must pass the competency test to graduate even if all other requirements have been satisfie

ACHIEVEMENT TESTS (BUFFALO)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
Pre-K	TOBE	McGraw-Hill	Language, Math	---	Oct (Pre- May-Post	NRT	Level K	National	To test readiness for school
K-12	Metropolitan Achievement Tests 1978	Psych Corp	Reading, Math	Normal curve equivalent	Oct and May (Pre-Post)	NRT	Primer KS Primary 1 Primary 2 Elementary Intermediate Advanced 1 Advanced 2	National	Program evaluation, student placement, diagnosis of students, to measure district-wide achievement progress curriculum assessment

MINIMUM COMPETENCY TESTS (BUFFALO)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
3 & 6	Pupil Evaluation Program	State	Math, Reading	6th Grade Reading - DRP*	Fall	CRT	---	---	Checkpoints as part of State Regent's Competency Test Program
8	Preliminary Competency Exam	State	Reading, Writing	DRP* Holistic	Annually	CRT	---	---	Checkpoint to provide remedial assistance
9	Regents Competency Exam	State	Math	Raw Score Pass/fail	Jan and June	CRT	---	---	Graduation requirement
11 or 12	Regents Competency Exam	State	Reading, Writing	DRP* Holistic	Jan and June	CRT	---	---	Graduation requirement

*DRP - degree of reading power

Students who do not pass will not receive any diploma or special certificate. They may return to retake the test until age 21.

The entire cost of the student assessment program, including state tests, is paid for by the district.

For further information on the Buffalo student assessment program, contact:

Ronald E. Banks
Director of Evaluation
Buffalo Public Schools
Room 711, City Hall
Buffalo, NY 14202

Phone: (716) 842-4660

CHICAGO

This district uses standardized achievement tests published by a commercial testing service, district-designed criterion referenced tests and a district-designed minimum competency test.

PURPOSES OF TESTING

Both NRTs and CRTs are used to varying degrees at elementary and secondary levels:

- in program evaluation
- in placement of students
- in diagnosis of individual student strengths/weaknesses
- to place students in remedial classes
- to assess the need for curriculum revision
- to promote students from one grade to another
- to measure district-wide achievement progress
- to determine the need for teacher in-service training

Test results are also used in the evaluation of federal programs.

The district's CRTs are referenced against the curriculum. They were developed in response to a need for standardization across Chicago schools with regard to what a minimum program in each subject area must contain. Objectives for each program and grade level were developed and tests were designed to measure mastery of the objectives. Changes were made in the curriculum on the basis of the pilot test results. As the mastery learning programs are still in formative stages, further revisions in the programs and tests are possible. The reading mastery learning program is currently being revised after the first broad based implementation in grades K-8.

SELECTION OF TESTS

Selection of the district's commercially published NRT was conducted by an ad hoc committee consisting of personnel from Research and Evaluation, Curriculum, Elementary and Secondary administration, teachers, guidance counselors, community representatives and teachers. For guidance in the selection process pre-set criteria and a test evaluation form were used. Copies of both are available at the CGCS.

The committee reviewed tests from seven major publishers and eliminated two of them on the pre-screening. The five remaining publishers each conducted a pilot study in twelve of the district's schools. The costs of the pilot studies were paid by the publishers. The results were analyzed by Research and Evaluation and a report was written. The Curriculum Department provided input regarding test match to the curriculum and the match of mastery objectives to test items. Affective responses of school level personnel to the tests were also reviewed.

When designing its own tests, the district does not use item banks or pools. Test items are developed by relevant teacher committees.

TECHNICAL INFORMATION

Each new district-designed CRT and each new version of district-designed tests is piloted in several schools. Each subtest is measured to determine reliabilit using KR-20. Reliability measurements have always been in excess of .9 on implemented tests.

The Curriculum Department determines face and content validity of the Criterion Referenced Tests used to measure mastery of curriculum objectives. The district relies on content validity for the Chicago Minimum Proficiency Skills Test as determined by the company which developed and did the first study of the test. Approximately 20% of the items are changed each year but the format remains the same.

Item analyses using group comparisons are conducted to assure that cultural, racial and gender bias have been excluded.

ADMINISTRATION OF TESTS

All students in all schools are tested. All testing is conducted within students' schools. The district-designed CRTs are stored in departmental offices. Proficiency tests are stored at the Department of Research and Evaluation and sent out to the schools prior to administration. Schools are asked to account for tests but lack of personnel makes assurance uncertain.

Special education students are exempt from the Proficiency test unless it is a part of their I.E.P. No adaptations are made for limited and non-English proficient students. They must pass the test in English to graduate.

The CRTs are given to all students. Special Education students take tests whenever possible. Adaptations may be made on an individual basis for handicapped students. The CRTs are available in Spanish since the majority of second language students fall in this category. Other language curricula are available but no tests are in place.

MANAGEMENT OF TEST DATA

Test results are maintained year by year on all students tested. Proficiency test results and current year achievement test results are recorded on the student data base. However, the entry of each year's test results or the absence of current year testing automatically deletes previous year entries. Longitudinal test data on individual students can only be obtained by accessing each year's test results by student I.D. number. The district is currently in the process of developing a base with eight years of test data on individual students.

Test results are analyzed using regression techniques, frequency distributions and summary statistical measurements. Analyses by school are drawn from the test data base while the student data base permits analyses by gender and race for current year results.

Test results are summarized by school for each age level and by quartiles for I.T.B.S. subtests for city-wide press release. Individual school reports are provided for principals. I.T.B.S. item analyses and item grouping by individual

ACHIEVEMENT TESTS (CHICAGO)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
2-8	ITBS	Riverside Publishing	Vocabulary, Reading, Math	Grade equivalent, percentiles Stanines	Spring	NRT	Form 6	National	See page 1
9	Test of Academic Progress	Riverside Publishing	Reading, Math	Percentiles	Spring	NRT	Form S	National	
K-8	Criterion Referenced Tests	District (Curriculum and Research Evaluation)	Reading, Math	Mastery/ non-mastery, percent correct	---	CRT	---	---	To determine mastery or non-mastery of specified course objectives, factor in promotion decisions, to assess student strengths/weaknesses, remedial needs
9-12	Unit Subject Tests	Teacher Committees and Research and Evaluation	English, General Science, Pre-Algebra, Algebra, English II, III, IV, Geometry, Biology, Foods (Home Economics)	Percent correct	---	CRT	---	---	To assure mastery of minimum course content
				COMPETENCY TEST					
8-12	Chicago Minimum Skills Proficiency Test	District (original test developed by outside contractor)	Language Arts, computation and problem solving, life skills	Pass/fail		CRT	---	---	Graduation requirement to assure students possess minimum skills

student are given to classroom teachers. Summary reports on the percent of students passing the Proficiency Test as well as a listing of students who did or did not pass are sent to the schools.

Research and Evaluation provides in-service training on test administration, interpretation and use of test results for designated school test coordinators who are in turn responsible for school faculty training. Written information is also provided.

The dissemination of test result information and assistance to parents on test result interpretation are local school options. Report cards show the number of units the student has mastered in the Mastery Learning Program.

Press labels with I.T.B.S. subscores and totals and Proficiency Test pass/fail notations are placed on student records. Mastery Record Cards for each student in reading and math as well as other test data travel with the student from classroom teacher to classroom teacher. Parents, principals, adjustment teachers (counselors), classroom teachers and Research and Evaluation personnel have access to student records.

In addition, a Class Progress Record by individual student is posted on the wall of each classroom and updated by the teacher. Each school principal posts a Principal Progress Record which summarizes the Class Progress Record of each classroo In turn, a summary by school is maintained by each District Superintendent and provid to the General Superintendent and the Board of Education. The Superintendent of Schools and other administrative personnel monitor classrooms and schools to assure that the Records are posted.

Test data have been maintained since at least 1971. However, since the I.T.B.S. was implemented in 1975, any comparative analyses using results prior to tha time are pending the results of equivalency studies.

Research and Evaluation and Curriculum are independent entities with different reporting lines. Research and Evaluation pilots tests, ideas and transfers information to Curriculum for consensus. Research and Evaluation is in charge of administration of achievement and Proficiency tests, while Curriculum administers the CRTs.

TEST RESULTS

To set standards for passing the district's minimum competency test, 500 young adults who had been employed at least six months in five different Chicago firms and who were considered successful employees were tested. The distribution of their scores was examined, and a reasonable cutoff point determined by the Directo of Research and Evaluation and the Project Manager. The cutoff was set at the end of the second stanine or approximately at the 19th percentile of young adults who were coping.

Remedial courses or remedial work are automatic for students who fail tests or score below minimally acceptable levels. Students who fail the Proficiency Test are programmed into the Proficiency in Basic Skills course until they pass the test.

First graders who do not meet minimum mastery expectations of the Chicago Mastery Learning Reading Program are placed in a pre-second grade program and provided an appropriate support program. In other grades students are provided with appropriate instructional support programs. Students may be retained for a full semester or year, to be determined by the nature of the remedial program implemented by the local school and the organizational structure of the school.

In addition to remedial assistance in the regular classroom and remedial courses, volunteer, cross-age, and teacher tutorial assistance are also available to students.

To be promoted from one grade to another students must demonstrate mastery of approximately 79% to 83% of the Chicago Mastery Learning Reading units. The decision is made on a child by child basis and not through the use of cutoff points based solely on the results of standardized tests. Criteria for promotion include results from standardized tests, mid-year and end-of-year tests, learning patterns as recorded on the Student Progress Record and developmental criteria related to social, emotional and physical growth.

Students must pass the Chicago Minimum Proficiency Skills Test to graduate evan if all other requirements have been satisfied. Students who have not passed the test by the end of 12th grade may attend summer school or night school until the test has been passed. Because the district has never has never had a student who did not ultimately pass the test, no policy with regard to diplomas or certificates of attendence exists.

Minimum achievement levels are presently specified by the district. To date, no legal actions have been taken against the district for the use of any tests. All costs of the student assessment program are borne by the district.

For further information regarding Chicago's testing program, please contact:

Dr. Elmer M. Casey
Director of Testing
Department of Research and Evaluation
2021 N. Burling Street
Chicago, IL 60614

Phone: (312) 641-8006

CLEVELAND

The district uses standardized tests published by commercial testing firms.

PURPOSES OF TESTING

The tests are used at both elementary and secondary levels:

- for program evaluation
- to describe specific learning difficulties of school and class groups
- to assess the need for curriculum revision
- to measure district-wide achievement progress

The results are also used in the evaluation of federal programs.

The assessment program is only one piece of the whole curriculum effort. Curriculum and Instruction personnel examine test results for areas of strength and weakness and redirect development efforts in the needed direction. The tests are referenced against the curriculum.

SELECTION OF TESTS

The district has a standing test review committee comprised of administrators, supervisors, principals, teachers, research and development personnel, representatives from administrators' and teachers' unions. Parents and students come in as a subgroup of the review process. Publishers are invited to appear before the review committee. Tests are measured against pre-set criteria (a copy of the criteria is available from the CGCS). The test selected by the committee is field tested before final implementation. Competitive bids are not received. Price is a factor in the decision process but the main factor is the relevance of the test to the district's program.

TECHNICAL INFORMATION

The district carefully examines the publishers' evidence for reliability and validity. Test results have been found to correlate with district students' school achievement.

The district also examines the commercially published tests for exclusion of cultural, racial and gender bias prior to purchase. However, it plans to apply the Logist Test, an item analysis using CHI-square, to district student test results to see if patterns of response vary among groups.

ADMINISTRATION OF TESTS

All students in Regular and Major Work classes are included in the City-Wide Testing Program. All testing is conducted in the students schools. Test security is the responsibility of school principals and department chairpersons.

Limited and non-English proficient students as well as special education students are exempt from the regular City-Wide Testing Program. A special testing program utilizing NRTs has been established for EMR students. Large print tests are available for vision impaired students.

In-service training on testing procedure and interpretation of test results has taken place but not all teachers in all schools have been reached.

MANAGEMENT OF TEST DATA

Test results for the district are maintained on tape. An individual student's test results can be accessed by student I.D. number. The student data base is separate and contains no test results. Test results can be accessed by geographic subdivision, by school, grade, gender, race, and curriculum area. Tapes of test results have been maintained for five years.

The district reports Stanines, all summary data, and item analyses for each class and school as well as the district as a whole. Staff and faculty receive complete and technical reports while the public receives summary data. Individual test results are not sent home to parents.

Subtest and total scores are recorded on student records. Teachers, principals, administrative staff, parents and students over 18 have access to student records.

The Research Department and Curriculum and Instruction Department are separate but they coordinate efforts and analyses. The Division of Research, Development and Evaluation is in charge of test administration.

TEST RESULTS

The schools do sometimes operate programs outside of regular classroom instruction to prepare students for tests. These programs are voluntary and supplemental to regular classroom work.

The district has no minimum competency test.

The district pays the entire cost of the student assessment program.

For further information on Cleveland's testing program, please contact:

Dr. Margaret Fleming
Cleveland Public Schools
1380 East Sixth Street
Cleveland, OH 44114

Phone (216) 574-8000

ACHIEVEMENT TESTS (CLEVELAND)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	Metropolitan Readiness Test	Psych Corp	Readiness	Stanines	May	NRT	---	National	Items under Purposes of Testing
1, 2	CTBS	CTB/McGraw-Hill	Reading	"	May	NRT	Form S	National and Large City	"
3, 4	"	"	Reading and Language	"	May	NRT	Form S	"	"
5	"	"	"	"	May	NRT	Form T	"	"
6, 8, 11	"	"	"	"	May (Grades 8-11 Language-Jan)	NRT	Form S	"	"
7, 9, 12	"	"	Reading	"	May	NRT	Form S	"	"
3, 4, 6, 7, 8	"	"	Mathematics	"	3, 4, 6: March/April 7: March 8: January	NRT	Form S	"	"
5	"	"	Mathematics	"	April	NRT	Form T	"	"
3	Cognitive Abilities Test	Riverside Publishing	Abstract Reasoning Ability		Nov	NRT	Level Primary 2	National	"
8	"	"	"		Jan	NRT	Level 1	"	"
4-9	Stanford Dianostic Test	Psych Corp	Reading	Stanines	Sept	NRT	4-6: Form A 4 Green level; 5 and 6 Brown levels; 7 and 9: Form B Brown level		

DADE COUNTY

The district uses standardized achievement tests published by a commercial testing service and state designed minimum competency tests.

PURPOSES OF TESTING

NRTs are used at both the elementary and secondary levels for program evaluation, placement of students, diagnosis, placement in remedial classes, assessment of need for curriculum revision and for measurement of district-wide achievement progress. CRTs are used for similar purposes and are also a factor in promotion decisions. Test results are used in the evaluation of federal programs.

The CRTs are referenced against the district-designed curriculum. Curriculum personnel analyze areas of weakness from test results and modify and strengthen necessary areas in their programs accordingly.

SELECTION OF TESTS

In the most recent test selection process, an ad hoc committee consisting of testing and curriculum specialists, school administrators, teachers and parents was formed and invited publishers to make presentations. No formal pre-set criteria exist, but the committee examined test specimens to assure that test configuration was tied to curriculum objectives and bias had been eliminated. Once the test had been selected, the price was negotiated. If a satisfactory arrangement had not been reached, a second choice would have been made.

TECHNICAL INFORMATION

Dade County does not presently have any district-wide, district-designed tests. The State Student Assessment is examined for validity, reliability and exclusion of the state level.

ADMINISTRATION OF TESTS

All students in all schools are tested within the students' schools.

Tests are retained at the Testing Office, inventoried, and sent out to schools preceeding testing. Principals must verify in writing that the tests have secured while in the schools and that all tests have been returned.

The Testing Office holds workshops for school testing chairpersons who in turn provide in-service training for teachers on test administration. They are also provided manuals.

Students who are "educable mentally retarded", "trainable mentally retarded", "profoundly mentally retarded", "specific learning disabled", "emotionally handicapped and hearing impaired" are exempted from tests except by parental request. Braille and large print are available for vision-impaired. Oral testing is available to students in certain exceptional categories. Certain exceptional students are allowed special testing conditions such as flexible scheduling. No adaptations of the State Student Assessment Test are made for limited or non-English proficient students.

MANAGEMENT OF TEST DATA

Test scores are recorded on the pupil data base system and are accessible to schools through terminals in the schools. Individual lists, frequency distributions, and all summary data by test, grade level and school can be generated. Analyses by gender, race and language can also be produced.

A school profile report with all test scores from the state assessment program and Stanford Tests is sent to each principal. This report provides a capsule look at many variables within each school. All area and district schools receive aggregate reports of schools in their areas and districts. Aggregate data by school, grade, and comparative data are provided to the Superintendent and Board of Education. These reports are also provided to schools and the media and are available to the public through the Public Information Office.

Workshops are given to assist teachers on test result interpretation but limited staff resources preclude regularity. Schools have been advised that testing staff is available on invitation to hold workshops. The state provides regional training and information dissemination to test chairpersons (principals and guidance counselors) who are responsible for relaying information to faculty.

Parent reports on test scores are sent out, timed when possible to permit consultation with schools. Workshops on test result interpretation are held for PTAs and Parent Advisory Councils. The district hopes to put out a more complete parent report on test result interpretation.

Student records show results from each test taken including Stanines, percentiles, scaled scores and new scores. School personnel, parents and students at the age of majority have access to records.

Computer tapes/images of test results are maintained a minimum of five years. Hard copy reports are part of school system records.

The Education Audits Department includes testing and responsibility for test administration in addition to research and evaluation functions. Curriculum and Instruction is located in a separate department but a team work concept is employed with respect to relationships between testing and curriculum.

TEST RESULTS

Students who fail tests or score below minimally acceptable levels primarily receive remedial assistance in regular classrooms but may also be placed in remedial classes based on their failure to demonstrate mastery of objectives. The district also uses summer school, tutorial assistance, skills labs and numerous methods of remedial work defined by state regulations.

Mastery of all objectives on Part I of the State Student Assessment Test must be considered prior to promotion from grades 3, 5, and 8 by state law. Mastery

ACHIEVEMENT TESTS (DADE COUNTY)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	Metropolitan Readiness Test	Psych Corp	Battery	Raw Scores	Fall	NRT	Form A	Fall: 1st Grade, National	For early admission to first grade
K	Cooperative Pre-School Inventory	Addison-Wesley	Readiness Childhood Skills	Raw Scores	Fall	NRT	Both Spanish and English	Fall National	To assess readiness for early admission to kindergarten; classification of students into instructional strategies.
K	SE-SAT	Psych Corp	Past experience, Listening, Communications, Letters, Sounds Oral Comprehension, Math Concepts	Stanine Percentiles	Late April	NRT	Both Forms	National	Part of county-wide testing program which: 1. Provides parents with means to examine achievement levels 2. Provides information by grade for curriculum modification 3. Provides information by grade on achievement progress
1-8	Stanford Achievement Test	Psych Corp	Complete Battery for all grades including Science and Social Studies	Percentiles, Stanines	Late April	NRT	Forms E F (Half schools E, Half schools F)	National	"
9, 10, 12	Test of Academic Skills	Psych Corp	Complete Battery including Science and Social Studies	Percentiles, Stanines	9, 10, April; 12 - Fall	NRT	"	National	"
1-10	California Achievement Test	CTB McGraw-Hill	Reading Comprehension, Math Computation	Normal Curve Equivalent	Fall and Spring	NRT	---	National	Title I and state compensatory education evaluation

MINIMUM COMPETENCY TESTS (DADE COUNTY)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/CRT	Forms Used	Norms Used	General Purposes
3, 5, 8, 10	State Student Assessment Test, Part I	State	Reading Writing Math	Percentile, Mastery	3, 5, 8-Oct 10 April	CRT	---	---	To provide parents with means to examine achievement levels; To provide information for curriculum modification; To provide information by grade on achievement progress. Consideration of mastery must be noted prior to promotion from grades 3, 5, 8. Mastery on Part I must be achieved prior to graduation.
10	State Student Assessment Test Part II	State	Communications Skills and Math	Pass/Fail			---	---	To establish minimal competency. May be repeated in subsequent grades until passed.

of Part I must be demonstrated prior to graduation. However, mastery may be demonstrated by means other than the test. A teacher may, for example, indicate that a student has demonstrated mastery. Part II of the State Student Assessment Test is not yet a factor in graduation pending the Appeals Court determination in the Debra P v. Turlington and State of Florida Case. Suit was brought against the state for the use of minimum competency tests as a graduation requirement. Plaintiff contended that the test does not relate to the curriculum, violated the 14th amendment due process rights by failing to provide adequate notice and perpetuated the effects of racial discrimination. The state is presently in the process of assembling materials to prove to the court that the skills tested have been taught. Another case, Love v. Turlington, attacks Part I of the State Student Assessment Test on the same grounds as the Debra P case. The final decision in the Debra P case is expected to set the precedent for the Love decision.

The state pays the costs of the State Student Assessment Test.

For further information on Dade County's Testing Program, please contact:

Dr. Gene Barlow
Office of Education Audit
Room 713
1410 NE Second Avenue
Miami, FL 33132

Phone: (305) 350-3447

DALLAS

The district uses standardized commercially-published achievement tests, district-designed achievement tests and both state and district-designed minimum competency tests.

PURPOSES OF TESTING

Elementary and secondary NRTs are used:

- for program evaluation
- for diagnosis of individual student strengths/weaknesses
- to place students in remedial classes (Title I, compensatory programs
- to assess the need for curriculum revision
- to measure district-wide achievement progress

CRTs are used at elementary and secondary levels:

- for placement of students
- for diagnosis of individual student strengths/weaknesses
- to assess the need for curriculum revision
- to measure district-wide achievement

CRT test results are one of a number of criteria used to determine promotion. They are also used to some extent in program evaluation.

The Dallas tests are referenced against the curriculum. Using an interdepartmental approach; the district plans on an annual basis to develop district performance objectives. Each school must also develop a school improvement plan within the framework of the district plan. The plan is anchored to test scores. Assessment kits are available to teachers for instructional purposes.

SELECTION OF TESTS

When tests are to be selected, a test committee from the Testing and Information Systems Department does the footwork. Specimen sets from publishers are reviewed and the selection narrowed. The committee then invites Instruction and Curriculum personnel and subdistrict officials for content review. State law mandates bids but the selection process usually yields a sole bid.

The district generates its own test items by cleaning up items from instructional tests and assembling teachers to develop specifications and draft items.

TECHNICAL INFORMATION

All district-designed tests are field-tested in four or five schools prior to implementation. Item analysis are conducted to assure reliability and to preclude racial and cultural bias. The test development group is multi-ethnic and also works with the Bilingual Department. Validity is based on content.

ADMINISTRATION OF TESTS

Presently, all tests are given to all students in all schools (or specified subpopulations) and all testing is presently conducted within the student's school.

All tests are retained by Testing and Information Systems. Test booklets are numbered and an inventory control process has been instituted. Responsibility is delegated from testing to Building Test Coordinators to teachers. When the BOAT is administered, personnel from Testing observe.

Testing and Information Systems trains principals and Building Test Coordinators on test procedures. They, in turn, are responsible for faculty in-service training. In addition, Testing conducts in-service training for faculty in 60-65 schools per year.

Any limited English proficient (LEP) student enrolled less than seven months in an English curriculum is exempt from tests. Non-English Proficient (NEP) Spanish are tested with the C.T.B.S. Espanol. The Texas Assessment of Basic Skills is administered to all students in English but instructions may be translated.

Special education students are only tested if they have been mainstreamed in a particular subject area and are tested on that area only. The I.T.B.S. is available in Braille. The district is working on large print for vision-impaired and other adaptations for handicapped students. Some tests are administered in Sign at centers for the hearing impaired.

MANAGEMENT OF TEST DATA

Dallas creates a static data base with all test data and a dynamic data base which contains student enrollment data. The two bases can be accessed and cross-referenced by student identification numbers.

The data base is used to generate level of testing recommended for each student. The data are aggregated to produce summary statistics by grade, school and by district. Class lists, individual teacher reports and cumulative record labels are also generated. The base allows for analysis of test results by school and race. Language is implicit because of tests given in Spanish. The base allows for analysis by gender but it is not done. Analysis by SES is not possible except through school lunch data.

Each teacher receives an Individual Teacher Report with all test results and overall results. Class lists are provided to principals and administrators. Aggregate reports are presented to the Board of Education, Superintendent and administrative staff.

Teachers are given assistance on test result interpretation during in-service training. Parents are given written reports of test results which, on the NRTs, shows a graphic depiction of Stanines, and on CRTs, defines if student met mastery of objectives. Policy requires parent-teacher conferences to discuss test results but implementation is not consistent.

ACHIEVEMENT TESTS (DALLAS)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	Metropolitan Readiness Test	Psych Corp	Auditory, Visual, Language, Pre-reading, Quantitive	Percentile Stanine	April	NRT	Form P	National	ALL NRTs: To provide feedback to teacher for instruction in following year, individual diagnosis, accountability measures for planning and instruction
1, 2	ITBS	Riverside Publishing	Vocabulary, Reading, Spelling, Word Analysis, Math	Grade equivalent, percentile Stanine	April	NRT	Form 7	National and large city	"
3-8	ITBS	"	Math, Vocabulary, Reading, Language	"	April	NRT	Form 8	"	
1-8	CTBS Espanol	CTB/McGraw-Hill	Math, Reading	Raw Score	April	NRT	Form S	deriving local norms	Children in Spanish instructional programs.
1, 2, 3	Assessment of Baseline Curriculum	District	Reading, Language Arts, Math	Mastery by objective, raw score	April	CRT	---	---	Same as for NRTs Will be introduced in 4, 5, 6 next year
9-11	TAP	Riverside	Reading, Math, Written Expression, Using Sources, Social Science, Science	Standard Score, percentile Stanine					
K-12	Language Assessment Scales	Linguametrics					Forms A and B		Mandated for all NEP students placement and assessment

MINIMUM COMPETENCY TESTS (DALLAS)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
3,5	Texas Assessment	State	Math, Reading, Writing	Mastery or non-mastery, raw score total	Feb	CRT	New each year	---	Mandated by state legislature to assess level of basic skills statewide
9+	Texas Assessment	State	Math, Reading, Writing	"	Feb	CRT	New each year	---	Exit level test. Once passed, must not be retaken. Tenth and 11th graders will retake this year, 12th next year. Legislature wishes to determine how many have mastered objectives
8	Basic Objectives Assessment Test	District	Functional literacy application of basic skills, cuts across all subject areas--life skills	Raw scores by performance area and total score percent correct	8-11 May	CRT	Five parallel forms	---	"
9-12	"	"	Consumerism, Government, Home, Medical, Community, employment, information sources	"	12 April	CRT	Five parallel forms		Working toward policy which states student must meet a functional literacy requirement. Eighth graders who do not pass retake at 9th-12th until they pass. Graduation requirement effective 1983

The computer generated labels for each test with test results are placed on student cumulative records to which teachers, instructional personnel, parents and guardians have access. A microfiche of test results is provided to subdistrict offices to which school officials and parents have access. Aggregate statistics and test scores and norms for all students are microfiched and kept indefinitely.

The Departments of Research and Evaluation are in the same division and use systemwide test data extensively for program evaluations, etc. Curriculum and Instruction is a separate division although a sharing process for instruction and accountability purposes exists. Testing and Information Systems administers the testing program.

TEST RESULTS

The district does not operate programs outside of regular classroom instruction to prepare students for tests. However, Testing and Information Systems has developed a skit which shows students how to take tests. Personnel then solicit feedback from students. The skit is done in schools and at PTA meetings.

The standards for passing minimum competency tests (BOAT) are set through the reliability and validity studies. The passing criteria has been set at 87 out of 125 items on the total test or 70%.

Students who do not pass the test in the 8th grade may retake it each year in May until they pass. If students have not passed by 11th grade, it is recommended that they take a functional literacy course offered in the school. The BOAT is given as the final exam of this course. Students who do not take this option may continue to retake the test.

Except for some compensatory education materials provided in the past by the state, the district pays for all remedial work which includes assistance in regular classroom, remedial courses, a drop-in program after school for potential elementary retainees, summer school for remedial work and retainees, tutorial work and skills lab.

Test scores are a factor in decisions on promotion and remedial placement but other factors such as academic progress and judgement of teachers, principals and pupil personnel committees who deal with NEP students and retainees are considered.

Test results are not presently a factor in decisions on graduation but as of 1983, students must pass the BOAT in order to graduate even if all other requirements have been met. Special diplomas will not be awarded to those who do not pass the test but they will be permitted to retake the test after leaving school at a Testing Center which is being established.

The district pays the entire cost of the program with the exception of a $2 per child allotment from the state for bilingual testing. The Texas Assessment of Proficiency is paid for by the state but the district pays $1000 per year for the computer taped test results.

For further information on the Dallas Testing Program, contact:

Dr. LaVor Lym
Dallas Independent School District
(Box 150) 3700 Ross Avenue
Dallas, TX 75204 (Phone: 214/[illegible]24-5321)

DENVER

The district uses standardized achievement tests published by a commercial testing services, and district-designed achievement and minimum competency tests.

PURPOSES OF TESTING

At the elementary and secondary levels, NRTs are used for:

- program evaluation
- placement of students
- diagnosis of individual student strengths/weaknesses
- assessment of the need for curriculum revision
- measurement of district wide achievement progress

CRTs at the elementary and secondary levels are used for:

- placement of students
- diagnosis of individual student strengths/weaknesses
- assessment of the need for curriculum revision

Both NRTs and CRTs at elementary and secondary levels are a factor in decisions to place students in remedial classes. The results are also used in the evaluation of federal programs.

The results of tests are examined both at the district and school levels by the Assistant Superintendents for elementary and secondary education, the Executive Director of Curriculum and academic supervisors. Changes perceived necessary are discussed with principals or supervisors of academic disciplines and curriculum modification is made on the basis of these discussions. The tests are referenced against the curriculum.

SELECTION OF TESTS

When tests are to be selected, an ad hoc committee consisting of teachers, principals, academic supervisors and representatives from the testing office is appointed. The district has no pre-set criteria for selecting tests. The committee reviews test specimens and invites publishers to make presentations about their instruments. Small sample field tests are conducted before the final decision on an instrument is made.

When the district designs its own tests, items are constructed by a committee of teachers, academic supervisors and test specialists and are also field tested.

TECHNICAL INFORMATION

Reliability of district-designed tests is determined through test-retest, internal consistency measures, and Kuder-Richardson formulae. Content validity is determined by committees which develop the items and are expert judges in various academic fields. The test development committees also conduct item scrutiny to assure that cultural, racial and gender bias have been precluded.

ADMINISTRATION OF TESTS

All students in all schools are tested in the students' schools. The tests are numbered and checked out to principals by the testing office. The principals must assure that all tests are returned. Training on testing procedure is provided at the request of teachers and principals.

Special education students are not required to take the Proficiency and Review test because they may receive a work-study diploma. If they desire a Denver high school diploma, they must pass the test. No other students are exempted. Braille and large-print tests are available for blind and vision-impaired students. Tests may be administered orally to orthopedically handicapped students at the discretion of teachers. All tests must be taken in English. Students with limited English proficiency receive assistance when possible in preparing for tests. Remedial classes are available for all students failing any part of the test.

MANAGEMENT OF TEST DATA

The district maintains a centralized test data base for all centrally administrated tests and a separate centralized student data base. The test data base contains individual student results as well as school summary data. Class, school dnd district summaries and individual skill analyses for each pupil are generated. The base allows for analyses by school but no gender, race, language or SES.

Central office representatives provide assistance with test result interpretation to testing representatives from each school who in turn advise faculty members. Parents are provided assistance in conferences with teachers. Written reports are sent home to parents at the discretion of individual schools.

Student records show test raw scores, stanines, percentiles and grade equivalents. Teachers, students, parents, principals and counselors have access to the records.

Test data are maintained by year, by school, and by student. Individual students test results can be obtained by accessing each year's results.

The Research Director in the district reports to the Executive Director for Curriculum. The Office of Testing is responsible for test administration.

TEST RESULTS

The standards for passing minimum-competency tests were set by a committee comprised of teachers, principals, academic supervisors and testing office personnel. The committee examined the distribution of scores the first several times the test was used and selected a cutoff point. The cutoff score has increased several points since the test was first instituted in 1960. Students must respond correctly to 32 out of fifty items on each subtest. Between 97% and 99% of students pass the test by the end of 12th grade. Students must pass the test to graduate even if all other requirements have been satisfied. Those who never pass are awarded a Certificate of Attendance.

ACHIEVEMENT TESTS (DENVER)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	Clymer-Barrett Test	Ginn and Company	Visual and Auditory Discrimination	Raw Score	Spring	NRT		National provided by publisher	Audio and visual discrimination Readiness for 1st grade
1	CTBS	CTB/McGraw-Hill	Math, Language, Reading	Percentile	Spring	NRT	B	"	Program evaluation, placement of students, curriculum revision to measure district wide achievement progress diagnosis of student strengths/weaknesses
2	CTBS	CTB/McGraw-Hill	Math, Language, Reading	Percentile	Spring	NRT	C	"	"
3	Check Point	District	"	Raw Score	Spring	CRT			"
4	CTBS	CTB-McGraw-Hill	"	Percentile	Spring	NRT	Level 1	National provided by publisher	"
5	CTBS	"	"	"	Spring	NRT	Level 2	"	"
6	Check Point	District	"	Raw Score	Spring	CRT			"
7	CTBS	CTB/McGraw-Hill	"	Percentile	Winter	NRT	Level 3	"	"
8	CTBS	"	"	"	Winter	NRT	Level 3	"	"
9	CTBS	"	"	"	Winter	NRT	Level 4	"	Placement of students, diagnosis of student strengths/weaknesses, curriculum revision
11	CTBS	"	"	"	Spring	NRT	Level 4	"	

COMPETENCY TEST (DENVER)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
9, 10, 11, & 12	Proficiency and Review Test	District	Math, Reading, Language	Raw Score	Fall Winter Spring	CRT	Three forms used		For graduation

Remedial assistance is provided in the regular classroom, in remedial courses, in before/after school drop-in programs, in summer school, tutorial, and in skills labs. The forms of remedial assistance available are determined by individual schools. Remedial courses are optional. All costs of remedial work are borne by the district.

In addition to test scores, subject grades and teacher recommendations are factors in decisions to promote students or to recommend remedial work.

The district has specified its own minimum achievement levels. No legal actions have been taken against the district for using minimum competency or other tests. The district pays the entire cost of its testing program.

For further information on Denver's student assessment program, contact:

Dr. Barry Beal
Denver Public Schools
3800 York Street
Denver, CO 80205

Phone: (303) 837-1000

DETROIT

The district uses standardized achievement tests published by a commercial testing service, district-designed achievement tests and both state and district-designed minimum competency tests.

PURPOSES OF TESTING

Both NRTs and CRTs are used at elementary and secondary levels:

- for program evaluation
- for diagnosis of individual student strengths/weaknesses
- to place students in remedial classes
- to assess the need for curriculum revision
- to measure district-wide achievement progress

NRTs and CRTs are used at the secondary level for placement of students; test results are also used in the evaluation of federal programs.

The criterion-referenced tests used in the high schools, including the proficiency examination and the Ninth Grade Communication Skills Test as well as criterion referenced achievement tests now being developed for Grades 1-8, are all referenced against the curriculum. Curriculum personnel examine test results and make any necessary curriculum modifications. Curriculum modifications can occur at the district, region or school level.

SELECTION OF TESTS

The district has no standing test review committee. Research Department personnel review tests on the market and tests in use in the district. The Research Department tentatively selects tests with the aid of curriculum personnel, principals, teachers, counselors, etc. Based on feedback, a test selection is made and sent to the superintendent to approval. The commercial tests are not piloted prior to implementation.

The district has no pre-set criteria for selecting tests. Applicability to the curriculum, manageability and exclusion of racial, cultural and gender bias are carefully considered. There is a standing committee in the Research Department which reviews commercial tests for bias. The district has refused tests and has had test items changed when bias was detected. When the tests are reviewed, publishers are invited to make presentations, proposals, and bids in a competitive process before a final decision is made.

The district, however, is not satisfied using only commercial tests and is currently developing its own achievement tests. Test development is an interactive process between research and curriculum personnel. Initially, personnel from these departments and community members meet to determine which academic competencies should be covered. Research personnel then write objectives which are verified by curriculum personnel. Once the objectives have been approved, the Research Department develops test specifications which, again, must be approved by curriculum personnel. Test items are then written by teachers with appropriate skills who are paid for writing test items.

In addition to assuring that tests have curriculum, content, and construct validity, the test development process also leads to a sense of program ownership and commitment of the personnel involved in the process.

TECHNICAL INFORMATION

All district-designed tests are field tested with matrix sampling. Reliability is determined with Rasch statistical models. Validity is assured through the test development process described above.

Methods used by the district to preclude cultural, racial and gender bias from test items during development are based on a monograph entitled "Guidelines for Reducing Discriminatory Testing," written by Dr. Romeria Tidwell. (Dr. Tidwell is a member of the faculty at UCLA, Department of Education, and an associate of the Los Angeles based Instructional Objectives Exchange run by Dr. James Popham).

The district has also developed its own additional guidelines. Local committees consisting of teachers, administrators, local college people and, community members meet to review tests and determine if any items are objectionable.

ADMINISTRATION OF TESTS

All students in each grade, except students who have been in the country for less than one year, are tested. Testing is conducted in the students' schools. The High School Proficiency Examination is sent to schools just prior to administration and picked up immediately afterwards. All other tests are secured in locked areas in the schools.

The in-service staff of the Research Department conducts on-going workshops on test administration procedures and interpretation of test results for test coordinators and teachers.

Special education students may or may not elect to take the High School Proficiency Examination. A modified version is available for special education students. However, those who pass the modified version do not receive "endorsed" diplomas which state that students have achieved minimum skills in reading, writing and mathematics.

Braille and large print versions are available for vision-impaired students. Tests may be administered orally in limited instances to orthopedically handicapped students.

NEP or LEP students who have been in the country for less than one year may be exampted for the proficiency examination at the request of a parent. The test must be passed in English.

MANAGEMENT OF TEST DATA

The district's data bases are in a state of flux. Results for the California Achievement Tests are maintained on an item by item basis for each student. The district is developing a data base which will contain all NRT and CRT data for

ACHIEVEMENT TESTS (DETROIT)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/CRT	Forms Used	Norms Used	General Purposes
Pre-K	Cooperative Pre-School Inventory	Addison-Wesley	Total Inventory	Number of questions passed	Sept/May Oct/May	NRT		National	Title I pre-school; pre/post test for Head Start
K	California Achievement Test	CTB McGraw-Hill	Total Battery	RS, Scale score percentile Stanine	April	NRT	Form C	National	Title I Kindergarten evaluation
1-8 & 11	California Achievement Test	CTB McGraw-Hill	Reading Math	Grade equiv. percentile Stanine raw score scale score	April	NRT	Form C	National	General assessment program Evaluation of Title I
9, 10, 12	California Achievement Test	CTB McGraw-Hill	Reading Math	"	Nov April	NRT	Form C	National	Bilingual and Title I assessment
8	Algebra, Pre-Algebra, and General Math Test	District	Math	Number of questions passed	March	CRT	---	---	To place students in 9th grade Math courses
9	Communications Skills Test	District	Reading Writing Study Skills	Percent correct	Oct April	CRT	---	---	Pre-Post test of language arts program
MINIMUM COMPETENCY									
4, 7 10	Michigan Educational Assessment Program	State	Reading Math	Number of objectives achieved/not achieved	Sept Oct	CRT	---	---	State minimum competency test for internal evaluation and state-wide comparison Diagnostic, no pass/fail records
8	High School Proficiency Exam - Preliminary Edition	District	Reading Writing Math	Percent correct	Oct	CRT	---	---	Diagnostic, no pass/fail records
10, 11, 12	High School Proficiency Exam	District	Reading, Writing, Math	Number of objectives passed/not passed	Dec	CRT	Three forms	---	To provide endorsement for graduation. Student must only pass once and only retake parts not passed.

each student. Currently, the student and test data bases are separate.

The existing test data base generates class lists, frequency distributions, summary statistics, item analyses, and reports which are sent to parents and students. The data base allows for analyses by grade and gender.

At the end of the year, a summary of achievement test scores is published for the public, the media, the Board of Education, superintendent, regional and school administrators, and curriculum personnel. Teachers, principals, and administrators also receive additional achievement data and reports during the year. Data summarized by school and district have been maintained for more then twenty years.

Parents receive reports with individual results from the proficiency examination and California Achievement Tests. The reports, contain simple language explaining the results and urge parents to contact schools for additional information.

Gummed labels are also generated for student records. The labels from the Proficiency Examination show the number of questions answered correctly in each area, the percent of the total represented by the correct answers and a pass/no pass notation. The labels for the California Achievement Tests show raw score, number of questions on tests, number of questions attempted, and number answered correctly as well as all metrics reported. Teachers and counselors, as well as students and parents, have access to these records. The Research Department and Curriculum Department are separate units but are located in the same building and work together continuously. The Research Department is in charge of test administration.

TEST RESULTS

The standards for passing the High School Proficiency Examination were determined by research and curriculum personnel after the test was piloted and the results examined. Provisions were made to permit modification of the standard if necessary. Currently students must achieve 70% correct in reading and writing and 65% correct in math to pass.

Remedial work is mandatory for students who fail any part of the proficiency examination. Remedial work may take the form of assistance in the regular classroom, enrollment in remedial courses, summer school, tutorial assistance or skills labs.

Students who pass the proficiency examination receive endorsed diplomas. Students who do not pass after repeated attempts graduate with unendorsed diplomas. Students may return as postgraduates to take the test if they so desire.

Test scores are not the only basis for promoting a student or recommending remedial work (except with regard to the proficiency examination). Other factors such as teacher judgement, classroom grades, student maturity, etc., are also considered.

The district pays for the entire student assessment program except for costs associated with the Michigan Education Assessment Program and special project testing.

For further information about the Detroit student assessment program, contact:

Dr. Keith Stockwell
Detroit Public Schools
5057 Woodward, Room 1224
Detroit, MI 48202

Phone: (313) 494-1555

LONG BEACH

The district uses only standardized tests published by commercial testing services. The California Achievement Test also serves as the district's minimum competency test.

PURPOSES OF TESTING

The district's achievement tests are used at the elementary and secondary levels:

- for program evaluation
- for placement of students
- for diagnosis of individual student and strengths/weaknesses
- to assess the need for curriculum revision
- to measure district-wide achievement progress

The results are also used in the evaluation of federal programs.

The tests are referenced against the curriculum. Item analyses by skill area for each student and each test are conducted. If weaknesses across the board are found in specific skill areas, curriculum modifications are made.

SELECTION OF TESTS

The district has no standing test review committee. The district-wide achievement test was selected by an ad hoc committee composed of teachers, counselors and research personnel. The minimum competency test was determined by a committee consisting of research office personnel, subject matter specialists (Director of Curriculum, Assistant Superintendent of Elementary Instruction and the Assistant Superintendent of Secondary Instruction), lay people, community representatives, teacher representatives and counselors.

The district maintains a test catalogue file from the major publishers which is updated annually. District personnel attend workshops conducted by publishers and also invite them to make presentations. Three or four tests are always piloted in six or seven schools to determine the relationship to the curriculum prior to final selection and implementation.

TECHNICAL INFORMATION

The district carefully examines publishers data with regard to reliability, validity and exclusion of bias.

ADMINISTRATION OF TESTS

State tests are given to all students at designated grade level with matrix sampling in reading, language, spelling and math. As a result of matrix sampling, student results are not possible. The results of the State testing program are reported by school average and by district average. There scores may be converted to school and district percentile which are re-computed annually.

The local testing program uses norm referenced tests. All pupils in all schools are tested in selected grades.

At the elementary level (k-6), the tests are kept at the school sites. At the secondary level, the tests are kept at the central office, numbered and packaged by number. Tests are sent to principals who must assure their security in the school and the return of the exact number of tests. Principals may delegate responsibility to counselors. Test keys are not sent to the schools. Tests are scored at data processing or in the central office.

Counselors in the school are responsible for in-service training on test procedure as part of their job description.

Some special education students are exempt from tests. Adaptations are made for blind and hard of hearing students on an individual basis. Limited English proficient students are given practice achievement tests to determine the level at which they can be tested. State law, however, mandates that the competency test be passed in English.

MANAGEMENT OF TEST DATA

The district maintains separate student and test data bases. The C.A.T. results are maintained on separate tapes. Test results are printed on labels which are attached to student cumulative records. The labels show scaled scores and percentiles and, where appropriate, if the student has met proficiency requirements. Counselors, principals, teachers and parents have access to the records.

The district reports frequency distributions, quartiles by raw score, scaled scores, percentiles and quartiles, student lists and item analyses for each test. The data base allows for analyses by school, gender, race and language. Each time a test is given, a report on the standing of each school is given to principals, subject matter consultants, administrators and the Superintendent.

The Testing Office provides written direction and memoranda on test result interpretation. Counselors are responsible for advising teachers, and parents receive assitance during parent-teacher conferences.

The district has maintained test data by school and district since 1950. Student-by-student data have also been maintained but the duration is unknown.

Research and Testing are separate from Instruction, Research and Testing acts in an advisory capacity to Instruction and is in charge of test administration.

TEST RESULTS

The norm-referenced test used by the district serves as a measure of excellence as well as a test for minimum competency. The test is first given as a minimum competency test in the 8th grade and remedial work is automatic for those who do not earn a scaled score of 510 or better in reading comprehension, language expression and mathematics computation. Parents are notified and a conference is set up to review the student's scores and item analyses. The best possible program for the student with the school is determined. Remedial packages are prepared for students' use in the classroom under supervision. In addition, students may

ACHIEVEMENT TESTS (LONG BEACH)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
1	State Entry Level	State of California	Immediate recall, Letter Recognition, Auditory Discrimination, Visual Discrimination	See last line	Sept				Readiness for formal schooling
4	California Achievement Test	CTB McGraw-Hill	Reading Comprehension, Total Language, Mathematics Computation	Percentiles, Standard Scores	April	NRT	Form C	National	All purposes cited on page 1
6	California Achievement Test	CTB McGraw-Hill	Reading, Language, Spelling, Math	Percentiles, Standard Scores	Oct	NRT	Form C	National	Also used as minimum competency test
8	"	"	"	"	April May	NRT	Form C	National	Used for minimum competency requirements
9	"	"	Reading, Comprehension, Language Expression, Math Computation	"	"	NRT	Form C	National	Used for minimum competency requirements
10	California Achievement Test	CTB McGraw-Hill	Reading, Language, Spelling, Math	"	April May	NRT	Form D	National	Used for minimum competency requirements

Long Beach - Achievement Tests Cont'd

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
11	California Achievement Test	CTB McGraw-Hill	Reading Comprehension, Language Expression Math Computation	See last line	April May	NRT	Form C	National	Used for minimum competency requirements
3, 6, 12	Survey of Basic Skills	State of California	Reading, Language, Spelling, Math	Percent correct, Standard Scores and Percentiles based on average results for a school and/or a district	3 & 6: April/ May; 12: Dec	CRT			State mandate Matrix Sampling - no student data provided

enroll in remedial courses and summer school, receive tutorial assistance and work in skills labs. The district pays for all remedial work.

Test scores are not a factor in promotion decisions and other criteria are examined before placing a student for remedial work. Students must pass the minimum competency test to graduate even if all other requirements have been satisfied. By state law, no documents except transcripts and letters of recommendation may be given to students who do not pass the minimum competency exam after repeated testing.

The district presently specifies minimum achievement levels and no legal actions have been taken against the district with regard to testing.

The state furnishes the materials for its Survey of Basic Skills in grades 1, 3, 6 and 12 and the district does not pay the cost of tests given under state or federally funded programs.

For further information on Long Beach's student assessment program, contact:

Mr. James Edmonson
Director of Research and Evaluation
Long Beach Unified School System
701 Locust Avenue
Long Beach, CA 90813

Phone: (213) 436-9931

LOS ANGELES

The district uses standardized achievement tests published by a commercial testing service and both district-designed criterion-referenced achievement and minimum competency tests.

PURPOSES OF TESTING

NRTs are used at the elementary and secondary levels:

- for program evaluation
- to measure district-wide achievement progress

CRTs are used at both elementary and secondary levels:

- for diagnosis of individual student strengths/weaknesses
- to place students in remedial classes
- to assess the need for curriculum revision
- to measure district-wide achievement progress
- to determine the need for teacher in-service training

They are also used at the elementary level as one of many criteria in promotion decisions. Both NRTs and CRTs are used informally in placement of students. Results are also used in the evaluation of federal programs.

The test objectives in the district's Survey of Essential Skills are based on the district's skill continuum, so items are tied to curriculum objectives. If scores in an area are particularly low, the office of instruction works with teachers to improve in that area. At the junior and senior high levels, remedial materials are given to students where necessary after competency test results have been analyzed. Only elementary tests are specifically referenced against the curriculum.

SELECTION OF TESTS

When tests are to be selected, area superintendents are asked to recommend people familiar with specific curriculum areas to act as test selection committees. The committees review test specimens supplied by publishers to ascertain their match to curriculum and give opinions about format and possible bias. The tests then go to the testing unit for technical review. Test selection criteria are presently being developed.

When the district develops its own tests, items are generated within the district by curriculum specialists, teachers, and others who have test writing skills.

TECHNICAL INFORMATION

The reliability of the elementary level Survey of Essential Skills was ascertained in studies performed by the Southwest Regional Lab. Reliability studies for junior and senior high competency tests were performed by CTB McGraw-Hill. Reliability of SHARP was measured with Cronbach's alpha coefficient and yielded coefficients of .94 (grade 8 and 12), and .95 (grade 10). On the TOPICS test, the criterion for an acceptable item was a biserial correlation of .30. This biserial correlation measured the relationship of the pass/fail scores of students on a particular item with their total scores on the test.

Although content validity was assured on the TOPICS and SHARP test, product-moment correlations with APL and CTBS were also generated.

Attempts are made to preclude cultural and racial bias from the initial construction of items. Subsequently, item analyses are conducted to determine if significant differences exist between groups in responses.

ADMINISTRATION OF TESTS

Essentially, all students in all schools are tested in the district-wide testing programs. All testing is conducted in the students' schools.

Elementary and junior high tests are stored in the schools. The senior high competency tests are maintained in a central warehouse. Schools must request the number of forms required and all must be returned. The number of returned tests is determined by weight.

Each year special training is offered for all teachers on test administration. It is usually attended only by new teachers unless new tests are introduced.

Special education students and those in non-diploma programs as well as very limited English proficient students are exempt from NRTs. No adaptations are made for LEP or NEP students. High school competency tests in Braille and large print are available for the vision-impaired. There is also modification of questions not applicable to students with some handicaps. Oral tests are given to those who cannot use their hands. State law requires that the senior high minimum competency test be passed in English.

MANAGEMENT OF TEST DATA

The district's test data base is fragmented. Tests are machine scored and results maintained at several locations. Test data from one student may be in several places. Summary data school by school are maintained centrally. There is no relationship between the test data base and the student data base.

At the elementary level, average percent correct and item by item percent of students with correct answer are reported. At the junior and senior high level, the number and percent of students in passing and failing ranges is reported. Only the elementary data base allows for analyses by school, gender, race and language status.

Public reports are issued to all schools and offices as well as the Board of Education. Reports are sent to schools and personnel on students and schools within administrative units. The State Department of Education receives reports on grades 6, 9, 11 and 12 as part of permanent stratified sample.

The test reports contain a section on interpretation of results. Reports sent to schools are accompanied by memoranda on interpretation. Teacher designated testing coordinators and area advisors/consultants in administrative districts provide assistance to both teachers and parents. Parents are also given assistance on interpretation in individual conferences with parents of 6th, 9th and 11th grade students who have failed tests. Letters are sent to parents of all senior high students advising of students' pass/fail status.

ACHIEVEMENT TESTS (LOS ANGELES)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
1-6	Survey of Essential Skills	Southwest Regional Lab based on LA USD Skills Continuum	Reading, Math, Language	Percent correct	April May	CRT	One now, new one in Spring will alternate		To assess student progress in terms of mastery of essential skills
3, 5, 8	CTBS	CTB McGraw-Hill	Reading, Math	National Norm percentiles	May	NRT	Form S	end of year	To assess how pupils are progressing in relation to national peer group
1-12	CTBS	"	"	"	"	"	"	"	For Title I evaluation
1-6	CTBS Espanol	"	"	"	"	"	---	"	For evaluation of Spanish bilingual programs
				MINIMUM COMPETENCY TESTS					
1-6	Survey of Essential Skills	................................ALL INFORMATION SAME AS ABOVE							
7	Performance Assessment in Reading	L.A. Unified School District	Reading	Raw Score	Feb Mar	CRT	Forms A, B, and C		To assess minimum competency skills. Students who fail have opportunity to retake in 8th and 9th.
7	Assessment of Skills in computation	"	Math	Raw Score	Feb Mar	CRT	Forms A, B, and C		
7	Write Junior	L.A. Unified School District	English	Raw Score	Feb, Mar	CRT	Forms A, B, and C		
10	Senior Assessment of Reading Performance (SHARP)	L.A. Unified School District	Reading	Pass/Fail	Feb, Mar	CRT	Forms B, C, D, E		To assess a variety of life skills
10	Test of Performance in computational Skills (TOPICS)	L.A. Unified School District	Math	Pass/Fail	Feb, Mar	CRT	Forms A, B and C		To assess a variety of life skills
10	Write Senior	L.A. Unified School District	Writing Skills	Pass/Fail	Feb, Mar	CRT	Forms A, B and C		To assess a variety of life skills

At the elementary level a printout of all test results is attached to the student's record. A label indicating pass/fail status is attached to secondary students' records. Principals and teachers have access to elementary students records. Counselors and teachers upon request submitted to counselors have access to secondary students' records. No longitudinal data can be maintained because of the fragmented nature of the data.

The Research and Evaluation Branch and the Instruction (curriculum) department are separate but report to the same superintendent. The Assistant Director of Testing in the Research and Evaluation Branch is in charge of test administration.

TEST RESULTS

The standards for passing minimum competency tests were set by the Superintendents and the Research and Evaluation Branch. The standard is based on curriculu objectives and common sense judgement of the practical, everyday skills needed by adults. By 12th grade, 89-99% of the students have passed the test series. The lowest percentage is for the mathematics testing results.

At the elementary level, test results are sent to the schools for the development of teacher in-service training. Teachers must plan each individual student's remedial work. At the secondary level, remedial work is part of the regular curriculum.

Remedial work is in the form of assistance in the regular classroom, remedial course, before/after school drop-in programs in some schools, summer school at the secondary level, tutorial assistance, skills lab and special remedial materials at the secondary level. Special curriculum materials have also been prepared for remedial purposes. The district pays all remedial costs.

Test scores are only one factor in promotion and remedial placement decisions. Teacher judgement based on attendance, maturity, class achievement, general progress and age (state law requires students to be in certain grades by certain ages) are other factors. In order to graduate, students must pass the 10th grade test series and have sufficient credits. No special certificates are awarded to students who do not pass tests. Diplomas may be obtained in adult schools subsequent students leaving secondary school.

The state has mandated that the district determine acceptable competency achievement levels. No court actions have been taken. The district pays all costs except those of letters mailed home to secondary students' parents which is reimbursed by the state.

For further information on the Los Angeles testing program, please contact:

Marilyn Burns, Assistant Director of Testing

Frank Jost, Testing Coordinator

Los Angeles Unified School District
Room G265, 450 North Grand
Los Angeles, CA 90012
Phone: (213) 625-6207

MEMPHIS

The Memphis City Schools presently uses standardized achievement tests published by a commercial testing company in its system-wide achievement testing program. The System also uses a commercially developed test in the administration of the Tennessee Proficiency Testing Program. Scoring of the system-wide testing program is done by the school system. The proficiency tests are administered by the school system and scored by the state.

PURPOSES OF TESTING

At the elementary and secondary level, the Norm-Referenced Test (NRT) is used primarily for diagnostic purposes and measurement of achievement. Program evaluation of Title I academically oriented projects uses Norm-Referenced Tests also. The NRT are administered during the fall of the year for placement of students for diagnosis of individual students, as well as for measurement of class strengths and weaknesses. The spring testing program is designed to provide assessment information related to curriculum revision, to measure district-wide achievement progress, and to determine the need for teacher in-service training.

After the Norm-Referenced Test is administered in the Fall, teachers receive two computer generated reports, a Group Item Response Record and an Objective Mastery Report, both of which contain information on individual student. These reports are used by teachers to assess needs, assign priorities, establish groups, and plan instruction. Results of the Spring testing are used to monitor progress and evaluate results. Only test scores from the Spring testing are recorded on student permanent records.

SELECTION OF TESTS

The district has a test review committee comprised of research and testing personnel, teachers, principals, instructional consultants, and guidance counselors. The current test used by the district, the California Achievement Tests (C.A.T.), was selected after a test committee heard presentations and reviewed achievement tests submitted by several test companies. The district has no preset criteria for selecting tests. The selection of the tests was based on finding a test which most closely matched the district's curriculum, curriculum objectives and stated expectations of students. No competitive bids were received since cost was not a criterion.

TECHNICAL INFORMATION

As the district has not designed any of its own tests, there is no information of this nature. The Tennessee Proficiency Test, which is administered to high school students, was developed by a commerical testing company with guidelines from a broad base of representatives from across the state. No technical information is available for this survey.

ADMINISTERATION OF TESTS

All students are tested in their own schools. Principals are responsible for the security of all tests. The C.A.T. and the state proficiency tests are distributed by the district's research and testing division. Principals return all test materials to the research and testing division. Guidance counselors, teachers experienced in testing, or other experienced school personnel provide any necessary training on testing procedures.

MANAGEMENT OF TEST DATA

The subscores from the C.A.T. are on the student data base. The test data base contains test information by student, class, school, and administrative area. Raw scores, percentiles, stanines, grade equivalents, and summary statistics are reported. Item analyses by class and class lists by school are also generated. Additionally, the data base allows for analyses by race but not gender, language or socioeconomic status.

The Group Item Response Record and Objective Mastery Report are sent to teachers, principals and area administrative personnel. An annual report to the Superintendent and the Board of Education includes achievement test data.

Assistance in interpretation and use of test results is given to teachers in staff development workshops and in special workshops conducted by the Division of Research Services. There is no system-wide focus on assistance for parents. Test results are not sent home, but parents may be invited to discuss results with teachers in individual schools and cases. Occasionally, group meetings with parents are held by the research division.

Subtest scores on the C.A.T., grade equivalents, stanines, and percentile ranks are printed on labels which are given to teachers to be placed on student files. Students, parents, teachers, principals, selected administrative personnel and the research division have access to student records.

Tapes of test results are presently maintained for 5-10 years. The time span will increase, however, in the near future when the district acquires microfiche equipment.

The research division is a separate division from Curriculum and Instruction, but representatives from both work together on test committees. The research division is in charge of test administration.

TEST RESULTS

The standards for passing the State Proficiency Test were set by the state. Currently, students must achieve a score of 65% correct in math and 75% correct in reading, language and spelling to pass. Each school has automatic remedial courses, paid for by the district, for students who fail. In addition, remedial assistance is provided in the regular classroom and, in some schools, by area college students who provide tutorial assistance.

Test scores are not a factor in promotion decisions. When deciding to place a student for remedial work, teacher recommendations are also a factor. As of the class of 1983, students must pass the state test in order to graduate, even if all other requirements have been met.

Students who pass the Tennessee Proficiency Test will be awarded a regular diploma. Those who do not pass after repeated testing will receive a Certificate of Attendance but will have the opportunity to return and retake the test.

ACHIEVEMENT TESTS (MEMPHIS)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	California Achievement Test	CTB McGraw-Hill	Pre-reading Reading Language Math	Percentiles	Spring	NRT	Form C	National	Diagnosis of individual students, measure of achievement
1	"	"	Reading, Language, Math	Percentiles Raw Score Stanines Grade equiv.	Spring	NRT	Form C	National	Diagnosis of individual students, measure of achievement
2 & 3	California Achievement Test	CTB McGraw Hill	Reading Spelling Language Math	"	Fall & Spring	NRT	Form C	National	Diagnosis of individual students, measure of achievement
4 & 10	California Achievement Test	CTB McGraw-Hill	Reading, Math, Spelling, Language, Reference Skills	"	Fall & Spring	NRT	Forms C & D	National	Diagnosis of individual students, measure of achievement
			MINIMUM COMPETENCY TESTS						
9-11	Tennessee Proficiency Test	State	Math, Reading, Language, Spelling	Percent correct		CRT	State produces new test each year	State	Graduation requirement as of Fall of 1983. Students must pass only one time. Those who fail retake until passed.

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Except for the proficiency requirements specified by the state, no minimum achievement levels are specified or proposed. The district is reimbursed by the state for testing in grades K-2 as part of the Tennessee Assessment of Basic Skills for which the C.A.T. is used. The state also pays the total cost of the State Proficiency Test. All other costs are carried by the district.

For further information on the Memphis assessment program, please contact:

Dr. O.Z. Stephens
Director
(or)
Dr. Joyce B. Weddington
Coordinator
Division of Research Services
2597 Avery Avenue
Memphis, TN 38112

Phone: (901) 454-5450 or 454-5333

MILWAUKEE

The district uses only standardized achievement tests published by commercial testing services. The Basic Skills Assessment Program, designed by ETS and published by Addison-Wesley, serves as the district's minimum competency test.

PURPOSES OF TESTING

The district's NRTs are used at both elementary and secondary levels:

- for program evaluation
- for placement of students
- for diagnosis of individual student strengths/weaknesses
- to place students in remedial classes
- to assess the need for curriculum revision
- to measure district-wide achievement progress

The NRTs also have limited use as one of many criteria in promotion decisions.

The district's CRT is used at the elementary and secondary levels:

- for program evaluation
- for placement of students
- for diagnosis of individual student strengths/weaknesses
- to place students in remedial classes

Test results are also used in the evaluation of federal programs.

Tests are referenced against the curriculum to some extent. Test results are used both by the testing office and curriculum and school staffs to determine areas of weakness in the curriculum and to identify specific students and groups of students requiring intervention strategies.

SELECTION OF TESTS

The district has a City-Wide Testing Program Advisory Committee consisting of teachers, counselors, administrators and a cross-section of central office personnel. The district does not involve test publishers' personnel in the review process. Sample materials are obtained from the publishers and the selection is made based on a review process conducted by the committee. A detailed, open-ended review form was used during the last selection process. Copies of the form are available from the CGCS. At the time the ITBS was selected in 1980, it was piloted at three grade levels using a sample of 300 students prior to implementation. The district does not receive competititve bids.

ADMINISTRATION OF TESTS

All students in regular classes in grades K, 2, 5, 7, 8, and 10 are tested with a standardized achievement or aptitude test. At grade 12, students are serially selected to take one of three tests. All testing is conducted in the students' schools.

Provisions are made for test security through written communication from the testing office to principals. The tests are stored in locked rooms in the schools, and principals are responsible for distribution and collection from students. The competency tests are pre-numbered, sent to the schools prior to testing and returned immediately afterwards.

Training on test procedures is handled with detailed written procedures and through in-service activities.

Newly arrived foreign-born students with difficulty speaking and understanding English as well as students enrolled in special classes (EMR, BD, LD, ED), visually handicapped, and deaf/hard of hearing students are all exempt from the district's achievement tests. Students who are identified as limited-English proficient by set procedures under Law are exempt from the minimum competency test. Special education students may or may not be tested based on their Individual Education Program. No special adaptations of tests are made for handicapped or limited or non-English proficient students.

MANAGEMENT OF TEST DATA

The district maintains a centralized student data base (SDB) with information on all students keyed to individual student I.D. numbers. The student test files are separate. The test files generates list reports, item performance analysis reports, frequency distributions, all summary statistics and individual machine-plotted profile forms. Analyses by gender and race are not done.

The district issues an annual School Profiles Report to the Public. The report contains a description of the district's achievement tests, an explanation of the measures used and their meaning, test results by grade level for the system and for each school and a longitudinal comparison of test results.

Assistance with test result interpretation is given to teachers through written communications and in staff meetings conducted by measurement or curriculum personnel. Parents are provided an explanation of test result meaning on a locally-developed profile form. The profile is a machine plotted form using bar graphs to cover the range of possible performance. Parents are encouraged to confer with school personnel after examining the profile.

The only test data recorded on the student data base (SDB) is a code which refers to the status of the student on competency measures. Only testing office staff have access to the test data files.

Summary data by school is maintained throughout the life of a given testing program. No longitudinal data on individual students is maintained although individual test tapes could be accessed to acquire such data by means of the SDB I.D.

The research department and curriculum and instruction are in separate divisions but report to the same superintendent. The departments have a close working relationship. The administrator of the City-Wide Testing Program in the Educational Research and Program Assessment Department is in charge of test program administration.

ACHIEVEMENT TESTS (MILWAUKEE)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
Pre-K	Pre-School Inventory	Betty Caldwell and ETS	Motor and other pre-school skills	---	Early in Kindergarten year to pre-school	---	---	---	Screening to determine readiness for formal schooling
K	Metropolitan Readiness Test	HBJ Psych Corp	Reading Readiness, numbers, general	Percentile rank Stanine	May	NRT	Form L Both levels 1 and 2	National	Screening to determine readiness for formal schooling
2	ITBS	Riverside Publishing	Reading Math	Percentile rank Stanine	May	NRT	Form 7 Level 8	National	Assessment of achievement
2		"	Non-Verbal Abstract Reasoning	Percentile rank Stanine	May	NRT	Form 3	National	To get estimate of abstract skills related to achievement
5	ITBS	Riverside Publishing	Reading, Math--required, Language Arts, and Study Skills optional	"	May	NRT	Form 7 Level 11	National	Assessment of achievement
5			Non-Verbal Abstract Reasoning	"	May	NRT	Form 3 Level C	National	To get estimate of abstract skills related to achievement
7	ITBS	Riverside Publishing	Reading, Math (required), Language Arts and study Skills optional	"	May	NRT	Form 7 Level 13	National	Assessment of Achievement

Milwaukee - Achievement Tests Cont'd

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
8	Basic Skills Assessment Program	ETS-designed published by Addison-Wesley	Reading, Math	Raw & Standard Scores	April	CRT	Multiple	---	To get assess status relative to graduation requirements
9	Basic Skills Assessment Program	"	(Reading, Math, if not passed in grade 8) and Language Skills	Raw and Standard Scores	April	CRT	Multiple	---	To assess status relative to graduation requirements
9	Writing Sample Performance Test	District	Writing Sample	Holistic	April	CRT	---	---	To assess status relative to graduation requirements
10	Tests of Achievement and Proficiency	Riverside Publishing	Reading, Math (using Sources of information optional)	Percentile rank Stanine	Oct	NRT	Form T Level 15	National	Assessment of Achievement
12	"	Riverside Publishing	Serial sample of Reading, Math, and Sources of Information	Percentile rank Stanine	May	NRT	Form T Level 18	National	To obtain measure of "end-product

TEST RESULTS

The standards for passing the district's minimum competency tests were set by six committees of twenty members each which included parents, teachers, community representatives, curriculum and subject specialists and students. The committees carried out a review of the competency tests using the Nedelsky and Angoff methods. Further, approximately 900 students identified by teachers in six high schools as "masters" or "non-masters" took the competency tests in the contrasting-groups procedure. Finally in May 1981, the tests in reading and math were administered to all 8th grade students to initiate the program.

Students must currently achieve 50 out of 65 items correct in reading, 56 out of 75 in writing, and 40 out of 70 in math to pass. However, these standards are tentative and subject to review as additional experience with the competency tests is gained.

Students who do not reach required levels will receive some type of instructional follow-up. This provision will be a function of what regular courses are available and where the student has scored below the cutoff. Students within certain ranges below the cutoff may be able to achieve proficiency through regular classes. In other cases, the district expects to identify groups of students in need and when possible, place them together in regular courses.

Currently, remedial assistance is available in the regular classroom, in remedial courses, in summer school, skills labs and from tutors. The district pays for all remedial work. Students must pass the competency test to graduate even if all other requirements have been satisfied. The district will not award certificates or special diplomas to those who do not pass the competency test. Such students will remain candidates for graduation after completing all credits required until such time as they pass the test.

Test scores play an extremely limited role in promotion decisions. Class work, grades, and physical and emotional development are primary criteria. In addition to test scores, the subjective judgment of teachers is a factor in determining remedial intervention for students.

Neither the district nor the state currently specify minimum achievement levels. The district has published grade level expectations for reading, math and language skills but these are considered targets and not minimums. No legislative measures have been proposed which would set minimum levels and no legal actions have been taken against the district for the use of any tests.

The district pays the entire cost of the student assessment program. For further information on Milwaukee's student assessment program, contact:

Elfred Bloedel, Administrator
City-Wide Testing Program
Department of Educational Research and
Program Assessment
Milwaukee Public Schools
Administration Building
PO Drawer 10K
Milwaukee, WI 53201
Phone: (414) 475-8265

MINNEAPOLIS

The district uses both standardized tests published by a commercial testing service and district-designed achievement tests.

PURPOSES OF TESTING

At both the elementary and secondary levels NRTs are used:

- to measure district-wide achievement progress
- to measure individual student progress
- to assist with educational and vocational planning for individual students
- to evaluate programs
- to assess the need for curriculum revision

At the present time, mathematics CRTs are used at grades 7 and 8 to assess students' mastery of arithmetic skills and concepts. In the next five years CRTs will be developed at both the elementary and secondary level to assess individual and district-wide achievement of grade level objectives in reading, mathematics and language arts.

Curriculum specialists city-wide examine test results and item analyses to determine areas of strength and weakness. Curricula are then modified to strengthen weak areas. The district-designed tests are curriculum referenced while commercial tests are as close as possible to curriculum objectives and content.

SELECTION OF TESTS

The district has a city-wide Evaluating Techniques Committee comprised of principals, teacher, counselors, other staff personnel, curriculum consultants and testing personnel. When a test is to be selected, a subcommittee comprised of experts in the subject area is formed. This subcommittee also draws in subject matter teachers from outside the committee. Tests are reviewed and three which best match the curriculum are selected. The three tests are piloted, feedback is solicited from teachers and the committee makes a final selection. There are no pre-set criteria and competitive bids are not received from commerical publishers.

TECHNICAL INFORMATION

Preliminary results indicate that the Grade 7 and 8 mathematics CRTs are reliable. Since these tests have been referenced against the curriculum, content validity is assumed. In the development of future CRTs in reading, mathematics and language arts, reliability studies will be made. These tests will be designed to measure content objectives. Test items are examined to check on cultural, racial and gender bias.

ADMINISTRATION OF TESTS

With the exception of the subject-specific tests administered only to students enrolled in 9th grade science and 12th grade economics, all tests are administered to all students in every school in the students' schools.

Test security at the senior high level is the responsibility of counselors. The testing office sends memoranda regarding security measures and necessity. At the elementary level, test security is the responsibility of school principals. All tests are to be kept under lock and key.

At the senior high level, counselors are charged with advising on test administration procedures and must monitor test administration. Occasional workshops on testing procedure are given at the elementary level.

Students in Special Education classes over 50% of the time are exempt from tests as are handicapped. Limited English proficient students must be tested but scores are not included in the overall results. The Limited English Proficient Division uses these results to assist students.

MANAGEMENT OF TEST DATA

The district maintains a centralized computer base for all students in all schools from grade K through 12. All test data are recorded on the student data base. A list report of individual student scores, frequency distribution by test with summary data for the school, area and district are generated. Item analyses are also available for selected tests. The data base allows for analyses by school, gender, race, and English-non-English proficient.

Each year a "Profiles of Performance" report, which covers all NRTs, is published. This report summarizes city-wide testing over the preceding 8-10 years and also contains individual school profiles. It is distributed to the media, libraries and schools.

Teachers receive assistance on test result interpretation through memoranda from the Testing Office. Test results in grades 4, 8 and 10 are sent home on a student profile which includes an explanation of test scores and interpretation. Parents also receive assistance during conferences with teachers and counselors.

A computer-generated label with raw scores and primarily local percentiles for each test is placed on students' files. Teachers, counselors, administrators, parents and students have access to the records. Occasionally researchers are permitted access but are not allowed to connect student identification to test data.

The Research Department and the Guidance and Assessment Department are separate and report to different superintendents. The Department of Guidance and Assessment Services is in charge of test administration.

The district has implemented a schedule for mastery testing at each grade level in the curriculum areas of reading, writing and mathematics beginning in Spring, 1983. In addition, strategies and interventions are being developed for assisting students who fail tests or fall below minimally acceptable levels at designated "promotional gates." The strategies will focus on improving basic skills achievement, using supplementary personnel and the best teaching strategies and supplementary materials and equipment available. Remedial work will primarily take the form of assistance in the regular classroom. There are presently skills labs for math, and tutorial assistance is available for Title I students.

ACHIEVEMENT TESTS (MINNEAPOLIS)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
1	Metropolitan Readiness Test	Psych Corp	Word Meaning, Listening, Matching Alphabet Numbers, Copying	Raw Score Local Percentile	Fall	NRT	Form B	Local	Readiness for reading and Math
2	Stanford Achievement Test in Reading	Psych Corp	Vocabulary, Word Study, Reading Words and Composition	Raw Score, Local percentile	Fall	NRT	Primary Level 1 Form A	Local	Measure District Reading Achievement, Individual Progress Reporting to public
3	California Achievement Test in Math, Stanford Achievement Test in Reading	Psych Corp McGraw-Hill Calif. Test Bureau	Vocabulary, Word Study, Reading Words and Composition, Math	Raw Score, Local percentile	Fall Spring	NRT	Primary Level II, Form A; Level 13, Form C	Local	Measure District Reading Achievement, Individual Progress Reporting to public; measure District Math Achievement, Individual Progress Reporting to public
4	"	Psych Corp	Comprehension Vocabulary Word Study Skills	Raw Score Local Percentile	Fall	NRT	Primary Level III, Form A	Local	Measure District Reading Achievement, Individual Progress Reporting to Public
5	"	"	"	"	"		Intermediate Level I, Form A	Local	"
6	"	"	"	"	"		Intermediate Level II, Form A	Local	"
6	California Achievement Test in Math	McGraw-Hill California Test Bureau	Math	Raw Score Local Percentile	Spring	NRT	Level 16 Form C	Local	Measure District Math Achievement, Individual Progress Reporting to public
8	California Achievement Test	McGraw-Hill California Test Bureau	Reading Spelling Language	Raw Score Local percentile	Fall	NRT	Level 18 Form C	Local	Measure Distirct Achievement Individual Progress Reporting to public
8	California Achievement Test	McGraw-Hill California Test Bureau	Math	Raw Score Local percentil	Spring	NRT	Level 18 Form C	Local	Measure Distirct Achievement, Individual Progress Reporting to public
10	Stanford Test of Academic Skills	Psych Corp	Reading English Math	Local Percentiles	Fall	NRT	Form A	Local Norms	Measure District Achievement, Individual Progress Reporting to public

COMPETENCY TESTS (MINNEAPOLIS)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/CRT	Forms Used	Norms Used	General Purposes
7	Minneapolis Social Studies Test	District	Social Studies	Raw score Percent correct	Fall and Spring	CRT	Varies		Evaluate Social Studies curriculum
	Minneapolis Arithmetic Computation Test	District	Math Computation	Local percentiles	Fall and Spring	CRT	New Forms each time; 7th & 8th Grade versions		Evaluate curriculum, help group students
8	Minneapolis Criterion Referenced Test	District	Math Concepts	Local percentiles	Fall and Spring	CRT			Evaluate curriculum, help group students
9	Minneapolis Science Test	District	Science	Local percentiles	end of 1st & 2nd trimester	CRT	Different each year		Evaluate curriculum, help group students
12	Minneapolis Economics Test	District	Economics	Local percentiles	Beginning end of each trimester	CRT	Different each year		Evaluate curriculum, help group students

When determining whether or not to promote or recommend a student for remedial assistance, achievement will be the primary basis for promotion, although a student's physical, psychological and sociological needs must be considered. Locally developed criterion-referenced tests at promotional gates are used to identify students not performing up to minimal levels. These students are retained if they do not pass minimal levels of achievement after repeated interventions have been tried.

The state does not specify minimum achievement or competency levels and no legislative measures to this effect have been proposed. However, the district is in the process of determining required levels of achievement at specified "promotional gates." The district pays the entire cost of the student assessment program.

For further information regarding the Minneapolis assessment program, please contact:

Sharon Heffelfinger
Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, MN 55413

Phone: (612) 348-6072

NASHVILLE

The district uses standardized achievement tests published by commercial testing services and state-designed minimum competency tests.

PURPOSE OF TESTING

Testing (NRTs) is primarily used to diagnose student strengths and weaknesses, to assess the need for curriculum revision, and to measure district-wide achievement in grades K-8. To a limited degree, it assists in determining the needs for teacher in-service training. The results are also used for Title I placement.

Tests are referenced against the curriculum. Research and Testing evaluate test results and based on that evaluation, Curriculum and Instruction makes necessary modifications in the curriculum. Some schools also request direct assistance based on item response analyses.

SELECTION OF TESTS

The district has a standing test review committee comprised of teachers, administrators, subject area supervisors, counselors and Testing and Evaluation personnel. Criteria are now being developed for use when selecting tests from commercial publishers. When the district decides to change tests, samples are requested in advance from publishers who are then invited to make a presentation. The tests are rated and in future, the top choices will be field tested before a final decision is reached. No competitive bids are received.

When designing district tests in the past, teachers were first brought in during the summer and paid to write test items to objectives. The second time, all teachers were invited to submit items and $15 was paid for each item selected.

TECHNICAL INFORMATION

Since the district used mainly commercially published NRTs, they rely on publisher's data with respect to reliability, validity and bias.

The state-designed Tennessee Proficiency Test is presently being examined for reliability and validity using Vanderbilt and Peabody Universities. Because the state did not request race and sex information on answer sheets, no analyses have been done yet to determine the presence or absence of cultural, racial or gender bias. This will be done, however, starting this Spring.

ADMINISTRATION OF TESTS

All students in all schools are tested in their own schools. NRTs are numbered, kept in a warehouse and sent to schools. When the district receives the state Proficiency Test, they are weighed to determine the accuracy of the count. They are numbered, sent out to schools, and counted upon return. Complaints are made if tests are missing but a different form is used each year.

Teachers are provided in-service training on testing procedure whenever a new test is adopted.

Only full-time special education students are exempt from tests. LEP students are tested in English. The Tennessee Proficiency Test is available in Braille and large print for vision-impaired students. Orthopedically handicapped students who cannot write have someone to mark tests.

MANAGEMENT OF TEST DATA

The district maintains separate student and NRT test data bases. The test data base contains individual and school results by test and year, and student sex, race and identification number. Additional student data can be accessed from the student data base through the I.D. number.

The district produces mean raw scores and mean Stanines for the system, percent of students in each Stanine at system and school level, individual raw scores, percentile rank and Stanines, as well as all summary statistics except medians. A class record sheet is generated which shows raw percent, Stanines and normalized T-scores. Each classroom receives an item response record from McGraw-Hill. School summaries by grade are also produced.

The test data base does not show individual responses but contains raw score, percentile rank, Stanine and T-score. A gummed label for cumulative records is produced which shows each subtest raw score, percentile rank, Stanine and T-score. Only research and evaluation personnel have access to the test data base but school employees, parents and students over 18 have access to cumulative records.

A special report on NRT test results by race is issued to the court under a desegregation order. Longitudinal reports are issued to the press for as many years as are comparable. School system reports are sent to the Board of Education and Superintendents.

A testing guide provides teachers with assistance in interpreting results. Parents are given a profile card which has a graphic presentation of scores and contains an explanation of the meaning of scores and degree of accuracy.

Curriculum and Instruction are separate from Research and Evaluation but the results of tests are brought to the attention of Curriculum and Instruction. Research and Evaluation is responsible for test administration.

TEST RESULTS

Ninth graders who fail the Tennessee Proficiency Test have the opportunity to take a preparatory/remedial class in summer school for a minimal fee. Ninth graders who fail one of the language subtests are required to register for a reading class in 10th grade in addition to their regular curriculum. Schools with the highest failure rate in math are provided additional math teachers to lower the pupil/teacher ratio.

The initial failure rate for 9th graders was about one-third. It is anticipated to be less than 10 percent by 12th grade. The district pays for all

ACHIEVEMENT TESTS (NASHVILLE)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
k-3	California Achievement Test	CTB/McGraw-Hill	Reading, Math, Language	Don't report K and 1 Grades 2, 3 Mean raw score for system Mean Stanine for system Percent of students in each stanine at system and school level Individual raw score, percentile, rank, stanine	Spring	NRT	Form C	National	District wide achievement progress, diagnosis, curriculum revision
1	Metropolitan Readiness Test, Psych Corp		Battery	Group statistics to schools and State Dept. of Ed.	Fall	NRT	Level II Form P	National	State mandate to test all 1st and 2nd graders statewide
2	C.A.T./CTB McGraw-Hill	Battery		"	Fall	NRT	Level 12	National	Same as above
4-8	CTBS	CTB/McGraw-Hill	Reading Math Language	Same as K-3	Spring	NRT	Forms S and T	National	District wide achievement progress, diagnosis, curriculum revision

MINIMUM COMPETENCY TEST (NASHVILLE)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/CRT	Forms Used	Norms Used	General Purposes
9	Tennessee Proficiency Test	Originally from Scholastic Test Service, in future from State Dept. of Ed.	Reading, Spelling, Language, Math	Percent items correct	Spring for 9, 10, 11 12th - Fall & Spring 9th graders who pass subtests must not retake, Other students are retested on subtests failed until they pass all parts.	CRT			To measure competency for graduation. Graduation requirement as of class of 1983.

remedial work which, in addition to the above, includes regular classroom assistance.

In addition to test scores, decisions to promote or place a student for remedial work are based on teacher judgement with respect to grades, classroom work and maturity. As of 1983, student must pass the Tennessee Proficiency Test to graduate even if all other requirements have been satisfied.

Students who pass the Tennessee Proficiency Test with perfect scores receive special certificates in recognition of their accomplishment. Those who do not pass, receive a Certificate of Attendance in lieu of a diploma. Thereafter, students must pursue a high school equivalency degree.

With the exception of funds for state competency tests, the district pays the entire cost of the student assessment program.

For further information on Nashville's testing program, please contact:

Mr. Tom Caulkins
Nashville-Davidson Metropolitan Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

Phone: (615) 259-5856

NEW ORLEANS

The district uses standardized tests published by commercial testing services and state-designed minimum competency tests. The district also has developed a Secondary Curriculum Improvement Program (SCIP) which is a self-paced mastery program, only one aspect of which is objective-based testing.

PURPOSES OF TESTING

NRT test results are a factor at both elementary and secondary levels:

- in program evaluation
- in placement of students
- in diagnosis of individual student strengths/weaknesses
- to place students in remedial classes (elementary only)
- to assess the need for curriculum revision
- to promote students from one grade to another
- measure district wide achievement progress
- to determine the need for teacher in-service training

CRTs are used at the secondary level to assist in diagnosing individual student strengths/weaknesses. Test results are also used in the evaluation of federal programs.

Test are referenced against the curriculum to the extent possible. The testing department disseminates test results to the curriculum department, educational supervisors and program developers who develop programs based on the information. The testing office, which is part of Research and Evaluation, responds to requests for assistance for in-service from the schools.

SELECTION OF TESTS

When tests are to be selected, an ad hoc committee consisting of teachers and administrative personnel, including supervisors or directors from Curriculum, Testing Research and the Computer Office, is formed.

All major tests on the market are reviewed and publishers' presentations made to test specialists. The leading candidates are selected and presented to the committee. The final selection is based on pre-set criteria developed by the district. (A copy of the criteria is available from the CGCS). No financial criteria have been determined. The district may receive bids.

Test items for district-designed tests are developed by teachers. No item banks or pools are used. However, the district has no district-designed standardized tests.

ADMINISTRATION OF TESTS

All students in all schools are tested on the district wide NRT and all testing is conducted in the students' schools. Tests are retained in a central depository and disseminated to principals and testing coordinators who are responsible for test security in the schools. School personnel sign for receipt of tests and return them.

Principals and testing coordinators receive in-service training on test procedure one-half day each year. The training is conducted by the Director of Research and Evaluation and testing specialists. The principals and testing coordinators are responsible for faculty training.

Special education students are exempt from the CTBS. Braille and large print versions of the state tests are available for vision-impaired students and other handicapped students have modified test administration. Limited English proficient students are encouraged to take the state tests in English but may be exempt upon request.

MANAGEMENT OF TEST DATA

The district has no test data base for the state minimum competency tests. It has maintained tapes of CTBS tests since 1975. The tapes show student name, identification number, date of birth, race, sex, date of test, items and subscores. The base generates individual item analyses, summary scores, class lists, rankings by class, grade and school, item analyses by grade and school and school summaries of percent correct/incorrect. The data base allows only for analyses by school. Although sex and race information are on tape, the district does not have a program which reads this information. The test data base and student data base are separate and cannot be merged.

The district produces an annual list of school profiles which shows summary data year-by-year by school and grade.

Reports on test results which contain an explanatory page are disseminated to parents and teachers. The testing office also responds to requests from teachers and parents for further assistance with interpretation of test results. Individual schools may provide additional assistance.

Labels showing students subscores and totals in reading and math from the CTBS are placed on student records. The state provides information on the percent of items correct and objectives mastered on the state minimum competency tests. One copy is sent to parents and one copy attached to students' records. School personnel and parents, students and researchers upon request have access to these records.

The Research Department and Curriculum and Instruction are under different superintendents but work together formally and informally. The testing office in Research coordinates test administration.

TEST RESULTS

Standards and cutoffs for the minimum competency tests are determined by the state. The district is currently in the process of switching from the Louisiana State Assessment Test to the Louisiana Basic Skills Assessment. This year all second graders in the state will take the new test while all other grades tested will take the old test. Each year each successive grade will take the new test and the old one will be dropped as the grade level is reached.

Any student who scores below 75% on the new competency test will automatically receive state funded remedial assistance. Currently, various forms of remedial assistance

ACHIEVEMENT TEST (NEW ORLEANS)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
Pre-K	Cooperative Pre-School Inventory			age SSC equivalent NCE	Fall-Pre & Spring-Post*				Title I
K-12	CTBS	CTB McGraw Hill	Reading, Math	Percentile Standard Scale Score	Spring	NRT	K-Form A 1-Form B 2-Form C 3-12: alternate S&T	National and Urban	As designated under Purposes of Testing
				COMPETENCY TESTS					
3, 7, 10	Louisiana State Assessment Test	State	Math, Reading, Language/Writing	Percent correct	Spring	CRT	---	---	To provide meaningful data on student achievement to educators, parents, legislators, and citizens
	To be replaced with								
2	Louisiana Basic Skills Test	State	Reading, Language Arts, Math	Percent correct	March April	CRT	---	---	Will be used to replaced LAST by testing each successive grade each year until LAST has been eliminated. Will be a criterion in promotion decisions. See section on test results for details.

are provided in varying degrees in various schools including assistance in the regular classroom, before/after school drop-in programs, summer school, skills labs and tutorial assistance. Remedial assistance is not necessarily tied specifically to test results.

Results from the new state competency test must be a principal criterion in determining promotion. Each school system must specify a pupil progression plan with criteria for promotion. Competency test results must be given the greatest single weight of all criteria. However, the combined weights of other factors may override the competency test results. Students must not currently pass the competency test to graduate.

The state is presently in the process of developing minimum achievement levels for students but details are only beginning to emerge. No legal actions have been taken against the district for using any tests.

The state pays the entire cost of its mandated assessment program.

For further information on New Orlean's student assessment program, contact:

Dr. Ellen Peckman, Director or Dr. Tina Franklin
Department of Research and Evaluation
Testing Specialist
New Orleans Public Schools
4100 Touro Street
New Orleans, LA 70122

Phone: (504) 288-6561

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NEW YORK

New York City uses standardized norm referenced achievement tests published by commercial testing services, a district-designed Language Assessment Battery, district-designed criterion referenced tests, state-designed criterion referenced tests and state-designed minimum competency tests.

PURPOSES OF TESTING

NRTs are used at the elementary and secondary levels:

- for program evaluation
- for placement of students
- to measure district-wide achievement progress

They are also a major criterion in decisions to promote in grades 4 and 7 and in special circumstances may be used in the diagnosis of individual student strengths and weaknesses. CRTs are used primarily for program evaluation. Test results are also used in the evaluation of federal programs.

The NRTs are referenced against the curriculum to the extent possible. Psych Corp is writing additional math items for the Stanford Diagnostic Math Test which will match the district's curriculum objectives and assist in improving student performance. Currently, item by item analyses from the math test are given to teachers (class report), principals and community superintendents to assist with curriculum planning and instruction.

SELECTION OF TESTS

The district uses an RFP and bidding process for the selection of commercially published tests. Requests for proposals detailing test specifications are sent to publishers and a pre-bidders conference is held. Criteria for the selection of tests include quality, appropriateness in terms of curriculum match, norms acceptable to the State Board of Education for the evaluation of state funded programs, ability to handle a large school system, and availability of alternate forms for security purposes. Test items are also reviewed to assure that cultural, racial and gender bias has been excluded. The Chancellor's Testing Committee which consists of representatives from the Chancellor's office, the Office of Testing, Education Evaluation, Student Information Services and representatives from unions and parents' groups are involved in the review and selection process. From those publishers who best meet the district's criterion, the lowest bid is accepted and a contract is signed for a specific period of time.

TECHNICAL INFORMATION

Determination of the reliability and validity of the district-designed Language Assessment Battery is currently in progress. During test development, items were reviewed for cultural, racial gender bias and analyses using group comparisons will be conducted.

ADMINISTRATION OF TESTS

All students in all schools are tested. Except for Special Education placement, all testing is conducted in the student's schools.

The Office of Testing develops test security procedures which include when tests are to be sent and opened and how they are to be handled. The Inspector General's office sends out personnel to do spot checks on where and how materials are stored and handled. That office also investigates reports of security violations. If violations are substantiated, they may suggest via memo that an alternative form be used. If investigations determine that a test has been used for instructional purposes, punative measures may also be taken.

The district has a specially funded program for district test liaisons who conduct workshops on test administration for teachers, administrators and principals.

The district encourages the participation of all limited English proficient students in the city-wide testing program although they may elect to be exempted. Special education students are tested if it is part of their I.E.P.

On the state competency tests, alternative testing techniques are used for "pupils whose native language is other than English who first enter, after grade eight, schools where the predominant language of instruction is English". The state math tests will be available this year in 22 different languages. The city has initiated a procedure on the writing test which permits students to write a 250 word composition on selected topics in their native language. The tests are then graded by competent resource people fluent in the language. This procedure has won approval from the state and may be instituted state-wide.

Modifications of state tests and test administration are available for students with handicapping conditions.

Students are exempted from State comprehensive test requirements for graduation if they have scored above a certain level on College Entrance Examination Board tests or American College Testing Program tests or have passed State Regents examinations in English and math. "Alternative tests" may be used for students "who have not passed the examinations...because of extraordinary administrative circumstances not caused by the willful act of the pupil or of a teacher or administrator".

MANAGEMENT OF TEST DATA

The district maintains NRT results on tape by year for each student, school and subdistrict. Hard copy data are also available. The city is also working toward a competency test data base for high school students. The student data base is separate and contains no test information.

The district publishes a three-part Rankings Report which ranks all New York City Schools with regard to performance in reading. This report provides annual comparisons of the percent of students at or above grade level, at or below grade level, gains, means, medians and grade equivalents by school. The statistics include limited English proficient students. Although their results are broken out separately, those tested are included in the overall statistics as well. If they are not tested, they are included and counted as below grade level. The third part of the Rankings Report (Supplement) excludes data on limited-English proficient students. The district data base does not allow for analyses by gender, race, language or SES. The Rankings Report is released to the general public.

ACHIEVEMENT TESTS (NEW YORK CITY)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/CRT	Forms Used	Norms Used	General Purposes
2-9	California Achievement Test	CTB McGraw-Hill	Reading	NCE, grade equiv., raw scores, percentiles	Spring	NRT	1980 - C 1981 - D	National	Annual survey of student achievement; promotion policy in 4 and 7; State mandate for ranking of schools
2-9	Stanford Diagnostic Math Test	Psych Corp	Math	"	Spring	NRT	Form A	National	Diagnostic; instructional purposes; promotion criterion in 4 and 7 (presently being customized to district curriculum)
K-12	Language Assessment Battery	District	English Language Proficiency	Raw score, percentiles	Annually or when student enters system	---	---	---	For placement in bilingual and English as a second language class
9-12	High School Reading and Math series	Reading - CTBS McGraw-Hill, Math TASK (Psych Corp)	Reading, Math	Raw scores, grade equivalent, percentiles	Oct April	NRT	Alternate forms	National	Evaluation instrument for funded programs
9-12	High School City Wides	District Subject Area Directors	Numerous subjects in Math, English, Sciences, Foreign Languages, Business and Vocational Ed.	Pass/Fail	---	CRTs	---	---	To demonstrate satisfactory achievement in courses and sequences of courses for the requirements of the high school diploma
9-12	Regents Exams	State	Math, Languages, Sciences, Social Studies and other areas	Pass/Fail	Whenever students complete a given sequence	CRT	---	---	Achievement test used as a standard

MINIMUM COMPETENCY TESTS (NEW YORK CITY)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
3 & 6	Pupil Evaluation Program	State	Math, Reading	6th Grade Reading - DRP*	Fall	CRT	---	---	Checkpoints as part of State Regent's Competency Test Program
8	Preliminary Competency Exam	State	Reading Writing	DRP* Holistic	Annually	CRT	---	---	Checkpoint to provide remedial assistance
9	Regents Competency Test	State	Math	Raw Score Pass/fail	Jan and June	CRT	---	---	Graduation requirement
11 or 12	"	State	Reading Writing	DRP* Holistic	"	CRT	---	---	Graduation requirement

*DRP - degree of reading power

Test liaisons assigned to each district conduct workshops for principals, administrators, teachers and parents on reading printouts and interpretation of test results. These workshops are intended to assist in understanding individual written test reports, and how to use these test results.

C.A.T. subtest results and totals and Stanford math test results are recorded on permanent student records, usually via a gummed label. Teachers, principals and immediate school staff have access to these records.

Longitudinal test data from State competency tests, C.A.T. and the Stanford Test have been maintained by student for several years.

The Office of Education Evaluation (research) is distinct from Curriculum and Instruction, and is generally responsible for the evaluation of centrally administered, categorically funded and special programs. The Office of Testing in Curriculum and Instruction has primary responsibility for test administration but is also involved in research design, pilot testing, etc.

TEST RESULTS

The standards and cutoffs for the competency exams given in high school are determined by the state. The standards and cutoffs used on the C.A.T. and math test in grades 4 and 7 to determine eligibility for promotion were set in a process initiated out of the Office of the Chancellor. Public meetings were held and committees set up. Suggestions were presented to the Chancellor's office which then set the policy. Currently, any student in 4th grade who is more than one year below grade level in reading and two years or more below level in mathematics is retained. Any 7th grade student who is more than 1½ years below grade level in reading and two years or more below level in mathematics is also retained.

Students who are retained in 4th and 7th grades are encouraged to attend a six week remedial summer school program. At the end of the program students are retested and promoted if results are satisfactory. Any retainee can be re-tested at the end of summer whether or not they have been enrolled in a summer program. In addition to summer school, remedial assistance is also provided in special classes containing no more than 20 students. There is no specific policy for high school students who fail the State Competency Test.

In addition to summer school and small classes, remedial assistance is provided in the regular classroom, and exemplary reading and mathematics programs. Some high schools operate before/after school drop-in programs and provide tutorial services. Skills labs are available in some of the remedial courses. Remedial costs are paid for by the district, state and federal funds.

If a student scores below the cutoff in 4th and 7th grade C.A.T.s, the teacher and principal may petition the Superintendent for examption from retention based on other grades, past performance and attendance. The petition is presented to the Promotional Policy Office where final determination is made.

Students who do not pass the state competency exam do not graduate even if all other requirements have been satisfied. Students who do not pass do not receive any certificates or diplomas. They may return in August and January to re-take the test but if they have not passed that time, they must pursue a G.E.D.

The state presently specifies minimum achievement levels for students. No legal actions have been taken against the district for the use of any tests. The district pays the entire costs of the student assessment program and the scanning, scoring and reporting costs of the competency exams.

For further information on New York's testing program, please contact:

Ida Echevarria
Director, Office of Testing
Division of Curriculum and Instruction
131 Livingston Street
Brooklyn, NY 11201

Phone: (212) 624-4101

NORFOLK

The district uses standardized achievement tests, published by a commercial test service; district-designed achievement tests, and the state-designed minimum competency test.

PURPOSES OF TESTING

At both the elementary and secondary levels, NRTs are used:

- for program evaluation
- for diagnosis of individual strengths/weaknesses
- for placement of students in remedial classes and the gifted program
- to measure district-wide achievement progress

The CRTs are a factor in promotion decisions at the elementary level and are used at both elementary and secondary levels:

- for program evaluation
- for diagnosis of individual students
- to assess the need for curriculum revision
- to monitor district-wide achievement progress

The results of NRTs are also used in the evaluation of federal programs.

District-designed tests are referenced against the curriculum and test items are matched to curriculum objectives. Areas of weaknesses are determined from test results at three levels: the classroom teacher at the class level, the principal at the school level, and the Instruction Department at the system level. Modification of curriculum may occur at any of the three levels.

SELECTION OF TESTS

In Virginia, the state recommends and provides specific tests. When an option exists, Testing and Instruction personnel make the selection. However, tests are mandated for specific grades but the district may decide to administer the appropriate level of the test in additional grades as well.

For district-designed tests, Norfolk has developed its own item pool. The items were generated by test development committees which consist of personnel from the testing department, subject matter coordinators, and subject matter teachers. Personnel from the Testing Office served as resource, consultants and provided technical assistance. Mastery items can be generated for teachers to use in determining if remedial work is effective or mastery of objectives has been achieved.

TECHNICAL INFORMATION

The district uses KR20 and the Kappa formula to determine the reliability of the Monitor tests and relies on content validity. A study is presently in progress to determine if racial, cultural or gender bias has been eliminated.

ADMINISTRATION OF TESTS

All regular students in designated grades in all schools are tested. Test materials are housed in a testing room, in the School Administration Building, and are under lock and key.

All test materials are sent to the building principal who must sign a receiving form which is returned to the Testing Office. All special requests for tests must be approved by the principal and/or Regional Assistant Superintendent. The testing room is cleaned during the day when the testing staff is present.

Training on test administration and interpretation of results is given to principals, test chairpersons, teachers and assistant principals for each building by staff from the Testing Office. Prior to the training, the staff meets with Regional Assistant Superintendents to present pertinent information. The testing chairpersons assist with faculty training.

Under specific conditions, a few special education children are exempt from the tests. Some special education students take an off-level test. Both the state and district tests are available in large print for the vision impaired. Students who do not test well in large groups can be tested individually. LEP or NEP students may be granted case-by-case delays in taking tests but must ultimately take them in English.

MANAGEMENT OF TEST DATA

All information from the Graduation Competency Tests and district Monitor Tests is on the test data base keyed to individual student I.D. numbers. The data base also contains information on each student's grade, sex, race, and school. Results from the CAT and SRA tests are on separate tapes and cannot be accessed by student I.D. number. From the test data base, for the Monitor Test, the district generates item analyses, frequency distributions and summary statistics by class, school and system. Reports on individual students and classes are sent to teachers. Aggregate class data and school reports are provided to principals. Formal reports on individual schools, schools in a region and system are provided to principals, Regional Assistant Superintendent, Superintendent and the School Board.

Parents are issued individual reports with an explanation of content. A cover letter from the principal is written, urging parents to contact teachers for an explanation and assistance when necessary. The Testing staff also provides test and test interpretation information at PTA meetings upon request.

Elementary students' records contain a computer generated sticker showing test date, scores for each subtest and total. Graduation Competency Test subscores and pass/fail status are recorded on each secondary student's folder. Access to student records is limited to classroom teachers, counselors and parents. Individual student records are microfiched after graduation and maintained indefinitely.

The Research and Instruction Departments are support departments. They work together but do not report to the same Assistant Superintendent. The Director of Testing is in charge of test administration.

ACHIEVEMENT TESTS (NORFOLK)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
Pre-K	Monitor Test	District	Readiness	Percent correct	Sept Jan May	CRT	---	Local	To assess readiness for Kindergarten
K	Metropolitan Readiness Test	Psychological Corporation	All six areas	Percentile	Feb	NRT	Form P Level 1	National	Diagnostic
1	"	"	"	"	Sept	NRT	Form P Level II	"	"
1	Monitor Test	District	Language Arts	Percent correct	Jan May	CRT	---	Local	To monitor progress
2	Science Research Associates Test	Science Research Associates, Chicago	Language Arts, Math, Reading, Educational Ability Series	Percentiles	Mar	NRT	Level C Form 1	National	To determine degree of achievement
4	"	"	Reading, Language Arts, Math, Social Studies, Reference Materials, Educational Ability Series	"	Mar	NRT	Level E Form 1	"	"
6, 8	Science Research Associates Achievement Test	Science Research Associates, Chicago	"	"	Mar	NRT	Level F: Form 1, 6th Level G: Form 1, 8th Level H: Form 1, 11th	National	To determine degree of achievement
11	"	"	All of the above and Applied Skills	"	Mar		"	National	To determine degree of achievement
1-6	Monitor Test	District	Language Arts and Math	Percent correct	Sept, Jan, May	CRT	different levels according to grade	Local	To monitor progress

Norfolk - Achievement Tests Cont'd

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
3-8	California Achievement Test	CTB McGraw-Hill	Reading, Language, Arts, Math	Percentile NCE	Oct Apr	NRT	Off-level Testing	National	For Title I
7	Science, Math, Language Arts Tests	District	Science, Math Language Arts	Percent correct	Sept Jan Feb May	CRT	---	Local	To monitor progress
8	Math, Language Arts Tests	District	Math, Language Arts	Percent correct	Sept Jan Feb May	CRT	---	Local	To monitor progress
9&10	Math, Language Arts Tests	District	Math, Language Arts	Percent correct	Feb	CRT	---	Local	To monitor progress
11 & 12	Language Arts Tests	District	Language Arts	Percent correct	Feb	CRT		Local	To monitor progress

MINIMUM COMPETENCY TESTS (NORFOLK)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
10	Virginia Graduation Test	State District	Reading, Math, Social Studies	Percent correct	March	CRT	---	State	To determine graduation
11 & 12	Virginia Graduation Test	For those who did not pass test in 10th grade		11th Grade: March 12th Grade: Oct., Mar., May					

TEST RESULTS

The state sets the standards for passing minimum competency tests. Students must score 70% correct to pass. In 1981, 99.9% of the 12th grade students passed.

Those who fail competency tests on the first administration have four opportunities to retake the tests. Remedial work is provided in each school. Remedial work can take the form of assistance in the regular classroom, enrollment in remedial courses or tutorial assistance, all of which is paid for by the district.

Test scores are only one of many criteria in promotion decisions. Teacher judgement, reading level, grades and classroom participation are also factors. However, students must pass the competency tests to graduate irrespective of other criteria. Regular students who do not pass, do not receive a diploma. They do have the opportunity to return and take the tests after leaving school.

Both the district and state presently specify minimum achievment levels. The state supplies the manddated tests and pays for scoring and other costs.

For further information on Norfolk's assessment program, contact:

Anna G. Dodson
Director of Research, Testing
and Statistics
800 E. City Hall Avenue
Norfolk, VA 23501

Phone: (804) 441-2319

OAKLAND

The district uses standardized achievement tests published by a commercial testing service, and district-designed achievement and minimum competency tests.

PURPOSES OF TESTING

Both NRTs and CRTs are used at the elementary and secondary levels for:

- program evaluation
- placement of students
- diagnosis of individual student strengths/weaknesses
- assessment of the need for curriculum revision
- measurement of district-wide achievement progress
- determination of the need for teacher in-service training

In addition, NRTs and CRTs are a factor in placement of students in remedial classes at the elementary level and CRTs are a factor in promotion decisions at the elementary level. Results are also used in the evaluation of federal programs.

The student assessment program is not related to curriculum improvement efforts through any formal process. Test results are reported to the Curriculum Division at least semi-annually and the curriculum is written based on test scores.

SELECTION OF TESTS

Tests are selected by the Superintendent's Testing and Evaluation Committee which is comprised of the Director of Research and Evaluation, several principals, teachers, curriculum personnel, parents, and one representative from the community at large. Test publishers deal directly with the Director of Research and Evaluation and his staff which presents test materials to the committee for review and selection.

When the district designs its own tests, it develops some items on its own but also draws on item banks such as the state item bank, the National Institute of Education National Assessment pool in Denver (Education Committee of the States), and publishers' existing item banks for which a royalty must be paid.

TECHNICAL INFORMATION

To ascertain reliability of district-designed tests, standard reliability formulae, primarily KR20 and KR21 are used. Validity is assured by content validity determined by an Item Review Committee using item bias studies. To preclude cultural, racial or gender bias in test items, statistical item bias studies using primarily Chi Square and item response theory are conducted.

ADMINISTRATION OF TESTS

All students in all schools are tested with the exception of California Assessment Project, which uses matrix sampling. There are ten forms of the test and students take one of the ten. Only school scores are available. All testing is conducted within the students' schools.

The LEAP and CAP tests are numbered sequentially. They must be signed out and returned by teachers and principals who are responsible for their security in the schools.

Occassional workshops on test administration are held for faculty but there is no organized approach.

Proficiency standards for handicapped children are set individually in the Individual Education Plan. Non-English proficient students are exempt from tests. State law, however, requires that the LEAP be taken and passed in English.

MANAGEMENT OF TEST DATA

The district's test data base and student data base are identical. A centralized system maintains raw test scores for each student. Any statistical measurement can be produced by accessing all members of specified group (grade level, classroom, school, gender, race, language) and converting raw scores.

The district produces thirty to forty reports on test results by program and/or school to various categories of people and groups.

Assistance with test result interpretation for teachers and parents is provided by Evaluation staff. Each staff member is assigned to a specific number of schools to work with teachers and conduct workshops and in-service training. A one sheet Individual Student Report which is sent home to parents includes interpretive information. Evaluation staff also attend School Advisory meetings where they talk to parents.

All information, raw scores, from subtests are placed on student records. Central administrators, principals, teachers, counselors and students have access to the records.

Test data for the district and schools have been maintained for at least 20 years. The data base by student is two years old and will be maintained indefinitely.

The Research Department and curriculum and instruction are separate units although both report to the same Superintendent. The Director of Research and Evaluation is responsible for test administration.

TEST RESULTS

The schools in the district operate voluntary programs to prepare students for tests outside of regular classroom instruction.

ACHIEVEMENT TESTS (OAKLAND)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	Kindergarten Check List	District	Number and Letter Recognition	Number Correct	Fall	CRT	---	---	Initial placement in Kindergarten classrooms
1-12	CTBS	CTB-McGraw-Hill	Reading, Language, Math	Standard Scores, percent grade level equivalent	Spring	NRT	Form S	Publisher's National Norm 1976	Achievement progress, Individual student diagnosis, Curriculum development
K	California Assessment Program (CAP)	State of California Dept. of Ed.	Basic Skills Survey	Percent items correct	Varies	NRT	---	State	State assessment and legislative mandate
3	"	"	Reading, Written Expression, Math	Standard Score	"	NRT	---	State	State assessment and legislative mandate
6&12	"	"	Reading, Written Expression, Math, Spelling	Percent items correct	"	NRT	---	State	State assessment and legislative mandate
5	Bilingual Syntax Measure	English familiarity skills assessment	Number correct				Form 2		Administered to all students whose native Language is not English when they enter school system to assess ability to speak and comprehend English
MINIMUM COMPETENCY TEST									
3, 5 7, 9, 12	Learning Expectations and Proficiencies (LEAP)	District	Reading, Math, Language	Item response Standard Score	March	CRT	Form 2	District	Individual diagnosis, curriculum development, retention/promotion decisions. Students in grades 9-12 must pass once. Graduation requirement effective 1981.

The standards for passing minimum competency tests were set by a committee of approximately 50 people including administrative personnel, principals, teachers, students and community members. Each area tested contains a number of competencies. Students must demonstrate mastery of 70% of all competencies. Only 1% of 12th graders were not able to graduate in 1981, the first year test was required for graduation, solely on the basis of failing the competency test.

The district offers remedial assistance in the regular classroom, remedial courses, a before/after school drop-in program, summer school, tutorial assistance and skills labs for which it pay all costs. Students must pass the competency test to graduate even if all other requirements have been satisfied. California law prohibits awarding any special diploma or certificates to students who have not passed the test. Students have the option of attending adult school or a community college program after leaving school. A remedial course is also offered to 12th graders who do not attend school and may or may not have completed other high school requirements.

When deciding whether or not to promote a student, CTBS scores, district CRT tests, subject grades, teacher judgment and a number of other factors are considered in addition to competency test scores.

The district has specified minimum achievement levels for students under state mandate. No legal actions have been taken against the district for using any tests but several cases are pending against the state. The district pays the entire cost of the assessment program.

For further information on Oakland's testing program, please contact:

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PHILADELPHIA

The district uses standardized achievement tests published by a commercial testing company and both district-designed achievement and minimum competency tests.

PURPOSES OF TESTING

Both NRTs and CRTs are used at the elementary and secondary levels:

- for placement students
- for diagnosis of individual student strengths/weaknesses
- to place students in remedial classes
- to assess the need for curriculum revision
- to determine the need for teacher in-service training

NRTs are also used at elementary and secondary levels for program evaluation and to measure district-wide achievement progress. Test results are also used in the evaluation of federal programs.

Tests are referenced against the curriculum. Data on item performance are given to the Curriculum and Instruction office which conducts comparisons and analyses to identify curriculum areas which may require modification.

SELECTION OF TESTS

The district has no standing test review committee. When required, the research office and all other offices concerned are involved. Using an extensive review procedure, materials from test publishers are evaluated. Responses from the review process are analyzed and consensus reached on the final selection. No competitive bids are obtained. (A copy of the forms used in the review process is available at the CGCS). After the test has been selected, it is field tested with representative students at different levels. Both objective test results and affective domain responses are analyzed and evaluated prior to final test implementation.

The district does not use item banks or pool. Items for district-designed tests are developed by personnel from the appropriate curriculum office. All items are piloted and statistical analyses conducted to determine which will be used.

TECHNICAL INFORMATION

Reliability of the district-designed reading test was determined by using internal consistence estimates (KR20) which resulted in a measure of .94. No reliability tests have been conducted for the math tests. Validity on the district-designed tests is assumed from the test development process in the curriculum department. No formal provisions have been made to protect against cultural, racial or gender bias. However, items are carefully considered from these perspectives. Item try-outs are used to detect bias.

ADMINISTRATION OF TESTS

All students in all schools are tested and all testing is conducted in the students' schools. All tests are stored in the schools and test security is the responsibility of each school's administrator. Training on test procedure for faculty is provided in written form by the central office for implementation at individual schools.

Only mentally retarded students in self-contained classrooms are exempt from the district's competency tests. Teachers use their discretion about the method of administering the tests to handicapped students but all must take them. The math test exists in a Spanish edition but the reading test must be passed in English.

MANAGEMENT OF TEST DATA

The district maintains a pupil directory file with individual demographic data. No test results are on this student data base but NRT results can be obtained for individual students by cross-walking with student identification numbers. Competency tests are school administered and there is no central test data base for these results. The district reports class lists with pass/fail indications including results by subtest and class summaries. Analyses of the competency test are done by school only.

Class score lists are sent to schools through the Curriculum office. A year-to-date recapitulation of reading results is also produced.

The type of assistance given to teachers and parents on test result interpretation is a local school option. CRT results are on student report cards with a pass/fail notation as all other subjects. Competency tests results are not recorded on students' permanent records. The data are maintained year-to-date only.

The research department and curriculum and instruction are cooperating colleagues. Curriculum and Instruction is in charge of test administration.

TEST RESULTS

The standards for passing the minimum competency test were set by the Curriculum department based on standardization data provided by Research and Development.

Students who do not pass the minimum competency test are automatically placed in remedial courses held during regular school hours. Remedial assistance is also available in the regular classroom. In addition to test scores, report card grades and teacher recommendations are factors in promotion decisions at the elementary and junior high levels. Students are provided numerous opportunities to pass the minimum competency test but it must be passed to graduate even if all other requirements have been satisfied. Students who do not pass are awarded a certificate of attendance instead of a diploma.

There have been no legislative measures proposed which would specify minimum achievement levels and no legal actions have been taken against the district for the use of any tests. The district pays the entire cost of the student assessment program.

ACHIEVEMENT TESTS (PHILADELPHIA)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/CRT	Forms Used	Norms Used	General Purposes
K	Stanford Early School Achievement Test	Psych Corp	Complete Battery	NPR	February	NRT		Mid-Year	For all Grades: Annual status report of pupil performance in basic skills -- guidance, placement, program evaluation, eligibility for Title I services, instructional diagnosis, etc.
1	California Achievement Tests	CTB/McGraw-Hill	Reading Mathematics Language	"	"	"	Level 1, Form A	"	
2	"	"	"	"	"	"	Level 1, Form A	"	
3	"	"	"	"	"	"	Level 2, Form A	"	
4	"	"	"	"	"	"	Level 2, Form A	"	
5	"	"	"	"	"	"	Level 3, Form A	"	
6	"	"	"	"	"	"	Level 3, Form A	"	
7	"	"	"	"	"	"	Level 4, Form A	"	
8	"	"	"	"	"	"	Level 4, Form A	"	
9	"	"	Reading Mathematics*	"	"	"	Level 4, Form A	"	
10	"	"	Reading Mathematics*	"	"	"	Level 4, Form A	"	
11	"	"	Reading Mathematics*	"	"	"	Level 5 Form A	"	

*In Title I eligible schools only

Philadelphia - Achievement Tests Cont'd

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/CRT	Forms Used	Norms Used	General Purposes
12	California Achievement Test	CTB/McGraw-Hill	Reading Mathematics*	NPR	Febraury	NRT	Level 5, Form A	Mid-Year	For All grades: Annual status report of pupil performance in basic skills -- guidance, placement, program evaluation, eligibility for Title I services, instructional diagnosis, etc.

*In Title I eligible schools only

MINIMUM COMPETENCY TESTS - PHILADELPHIA

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
8	Assessment of Math Literacy	Math Dept. aided by Research Office	Mathematics	Raw Score	Offered Feb & May*	CRT	Grade 8	---	To establish partial eligibility for H.S. diploma.
10	Assessment of Math Literacy	Math Dept. aided by Research Office	Mathematics	Raw Score	Offered Feb & May*	CRT	Grade 10		To establish partial eligibility for H.S. diploma.
MINIMUM COMPETENCY - READING									
10	Functional Literacy Assessment	Language Arts Dept. aided by Research Office	Reading	Raw Score	Offered Oct. & May*	CRT	Grade 10	---	To establish partial eligibility for H.S. diploma.
12	"	"	Reading	Raw Score	Offered Oct., Dec., Mar. & May*	CRT	Grade 12	---	To establish partial eligibility for H.S. diploma.

*Each pupil is expected to pass one Reading test in either Grade 10, 11, or 12. Once passed, the test is not retaken.

For further information on Philadelphia's testing program, contact:

Dr. Jules Grosswald
Director
Division of Testing Services
Board of Education Building - Room 407
21st Street and the Parkway
Philadelphia, PA 19103

Phone: (215) 299-7745

PITTSBURGH

The district uses both standardized achievement tests published by a commercial testing service and district-designed achievement tests.

PURPOSES OF TESTING

NRTs are used in grades 1-8 for program evaluation, diagnosis of individual student strengths/weaknesses and to measure district-wide achievement progress. At the secondary level, NRTs are used for placement in remedial courses. CRTs are used for diagnostic purposes. The results of tests are not used in the evaluation of federal programs.

There is a revolving, reciprocal process between the assessment program and curriculum improvement efforts. The curriculum is periodically reviewed, and if changes are made, then tests are modified to reflect these.

SELECTION OF TESTS

Tests for the district are selected by an ad hoc committee of academic supervisors and counselors. The committee examines specimen sets from publishers and may request presentations. A detailed rating form which ranks tests on the basis of validity, appropriateness for students, administrative usability and technical excellence is employed in the selection policy. (Copies of the Test Evaluation Rating Form are available at the Council of Great City Schools)

TECHNICAL INFORMATION

No determination of the reliability of district-designed tests has been made. Content validity is assumed through the development of test items and objectives, which reflect course and text objectives. No analyses have been conducted to determine if cultural, racial or gender bias has been avoided.

ADMINISTRATION OF TESTS

All students in all schools are tested in the students' schools. Principals are responsible for test security but no formal procedures exist.

Principals and academic supervisors receive instruction and guidance to conduct in-service training for faculty on test administration and interpretation of test results. Written documents of instruction are also proivded for teachers.

Educable Mentally Retarded and non-English proficient students are exempt from tests. Large print is available for vision-impaired students.

MANAGEMENT OF TEST DATA

The district has centralized data on tapes from scoring services for the NRTs by student and school. Since the Monitoring tests are still in the process of evolving, the results are not presently maintained on tape. The student data base is independent of the test data base. From the NRT raw scores, the district can generate grade equivalents, national percentiles, stanines, summary statistics and the number of students above and below national norms. In addition to analyses by school, the data base also allows for analyses by gender. Achievement data by school and for district is sent to the Board of Education and made public by that body.

Parents receive a Student Interpretive Report on test scores sent home with the report card. Each report contains a narrative unique to the student which is norm and criterion referenced and discusses the student's strengths and weaknesses in each area tested.

All standardized achievement test data are placed on student records by a computer printed label. School personnel, parents and students over 18 have access to the records. Both the student records and taped test results are maintained indefinitely.

The district does not have a Research Department. The Division of Testing and Evaluation and the Division of Curriculum Development are independent but under the Department of Instructional Development. Classroom teachers at the elementary level and counselors at the secondary level are in charge of test administrarion.

TEST RESULTS

The Basic Skills Assessment is used by the district as a minimum competency test. The standards and cutoff are determined by all English and math teachers at the secondary level using the Nedelsky and Angoff methods. In reading, student must score 44 out of 65 and in math 31 out of 70 (standard scores of 134). Approximately 87% pass reading and 72% pass math.

Those who do not pass the test, which is given in November of the 10th grade, are placed in a remedial course. In addition to normal graduation requirements, this course must be passed before the student can graduate. The course is also available in summer school. The district pays for remedial work. No special diplomas or certificates are awarded to those who do not pass the test or course.

With respect to promotion decisions, individual teachers determine if test scores are to be a factor in the decision and how much weight they are to be given.

Neither the district nor the state presently specifies minimum achievement levels. No legislative measures of this nature have been proposed. The district pays the entire cost of the assessment program.

For further information on Pittsburgh's assessment program, please contact:

Melvin Vesely
Testing Specialist
Pittsburgh Public Schools
341 South Bellefield Avenue
Pittsburgh, PA 15213

Phone: (412) 622-3941

ACHIEVEMENT TESTS (PITTSBURGH)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	School Readiness Survey	Consulting Psychologists	Visual, Audio Discrimination, General Reading, Language, Math, Spelling, Reference Skills	Raw Score	Sept	CRT	---	---	Establish joint parent/school effort in education of child
K - 8	California Achievement Test 1977 Edition	CTB/McGraw-Hill	Reading, Language, Math, Spelling, Reference Skills	Raw Score Grade equivalent, National percentile National Stanine	April	NRT	Form C	National	Assessment of achievement, Diagnosis of individual student strengths/weaknesses
1-8	Monitoring Achievement in Pittsburgh	District	Math	Raw Score	6 times per year	CRT	Forms A-F	---	Diagnosis
1-12	Monitoring Achievement in Language	District	Grammar and Composition	Raw Score	Begin Pilot Test Jan '82	CRT	---	---	Diagnosis
1-2	Monitoring Achievement in Reading	District	Reading Skills	Raw Score	Will be implemented by Sept '83	CRT	---	---	Diagnosis
5, 8, 11	Pennsylvania Educational Quality Assessment	State	Reading, Math, Language, Health and other non-cognitive areas	State percentiles, ranks	March	CRT	---	State	To measure school performance in tested areas
9	Monitoring Achievement in Pittsburgh	District	General Math	Raw Score	Six times per year	CRT	Forms A-F	---	Diagnosis
12	Monitoring Achievement in Math	"	Consumer Math	"	"	"	"		"

PORTLAND

The district uses both district-designed achievement and minimum competency tests. The NRT/CRT distinction does not apply to the district's testing program which is designed to incorporate the best of both NRT and CRT approaches. The district reports individual scores and group means in relation to local and national norms, but also reports student success or need for help on each of the specific goals measured within the program.

PURPOSES OF TESTING

Tests are used for:

- program evaluation
- placement of students
- diagnosis of individual student strengths/weaknesses
- placement of students in remedial classes
- assessment of the need for curriculum revision
- measurement of district-wide achievement progress

The results are also used in the evaluation of federal programs.

Tests are developed to closely match the local curriculum. Results are used at district, building and classroom levels to select, revise, improve and adapt curriculum goals as well as instructional materials and practices.

SELECTION OF TESTS

The district has a standing test review committee comprised of key evaluation and curriculum personnel advised by building staff who consult citizen advisory committees. The district no longer deals with test publishers except for special, limited purposes. When designing its own tests, the district draws on the Northwest Evaluation Association item banks to which it also contributes.

TECHNICAL INFORMATION

The reliability of district-designed tests is determined by using split halves and test-retest methods. More importantly, reliability is measured by indicators of the measurement error related to each score on each test.

To assure validity, Curriculum establishes goals and certifies the appropriateness of goal coverage. Items are reviewed for match with required curricular and instructional materials and comparisons are made with other local, state and national measures.

Item bias has been precluded by having each item reviewed by a multicultural-racial-gender committee prior to field testing. Each item is reviewed against carefully developed and public criteria. After field testing, item analyses are reviewed to determine how each one performs with different groups.

ADMINISTRATION OF TESTS

All students in grades 3-8 and all secondary students who have not yet attained the district criterion levels for competency certification are tested. All testing is conducted within students' schools. Tests are numbered and signed out. They are kept under lock and key until after testing.

Teachers and administrative staff who administer tests receive special training on testing procedure and local building test coordinators provide support and information.

Any special students who cannot take tests are exempt from them. Accommodations are being developed to include as many handicapped students as can benefit from testing. Similar adaptations are planned for non-English speaking students at least in mathematics.

MANAGEMENT OF TEST DATA

The district maintains a longitudinal test data base keyed to unique student I.D. number that includes scores back to 1977, and additional student data such as schools attended, age, race, sex, special programs, etc. Further student data is accessible. The data base also allows for analyses by school, language and SES to some extent. The system reports Rasch analyses, calibrations, linking and scoring. The entire test data base is maintained until five years after students leave the system.

The annual level of achievement and gain is reported to the school board, central and area administrators, building administrators, program managers, teachers, students and parents, by grade and subject, within district, area, building, program, classroom, teacher,and individual student as appropriate.

Teachers are given assistance with test result interpretation through in-service training as well as manuals and brochures. Assistance is also provided by principals and test coordinators. Parents are assisted through a Parent-Teacher Guide, which is a 180 page test information manual, and in conference with teachers. Individual computer generated reports of the level of student achievement and goal areas in which students need additional help are sent home.

Twice annual achievement data and certification of competency attainment are noted on student records. Teachers have access to these records as needed with the consent of principals. Other authorized district personnel also have access.

The evaluation department and the curriculum and instruction unit are cooperating colleagues. A Curriculum and Evaluation Council meets monthly to foster mutual support. The Evaluation Department is responsible for test administration.

TEST RESULTS

The district standard for passing minimum competency tests is a "ninth grade national equivalent" which was adapted by the Board of Education. The class of 1984 will be the first class for which the competency test will be a graduation requirement. Currently, approximately 20-30% are below certification levels as of their sophomore year.

ACHIEVEMENT TESTS (PORTLAND)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
3, 4, 5, 6, 7, 8	Portland Basic Skills Achievement Levels Tests	Evaluation and Curriculum Staff of PPS in consultation with Consultants, teachers, Principals, Counselors, etc.	Reading Mathematics and Language Usage	Local Standard Score Northwest Evaluation Association Rasch Scale Indicators by Goal if between District mean and 16th percentile (4) and if below 16th percentile (R)	Oct and May	Both	Alternate forms of locally developed, functional level, Rasch based, standardized tests	Equated to a variety of National Norms	Provide accurate individual measures of achievement each Fall and Spring expressed in terms of (1) position on a Rasch equal-interval scale extending from low 3rd grade to high 8th grade performance and (2) a standard score based on Portland grade-level distributions Identify goals on which individuals or groups of students may need further diagnosis and help, Students grouping instructional priorities, Student Placement, Program Evaluation, Policy Formulation, Resource Allocation, Research Provide semi-annual information on progress of students toward basic skills high school graduation requirements

MINIMUM COMPETENCY TESTS (PORTLAND)

(Note: The grade 3-8 Achievement Tests cover the same goals as the end of 8th through 12th grade Minimum Competency Tests, and reports on whether students are making satisfactory progress toward eventual certification are among the reports provided twice a year beginning in the 3rd grade.

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
8-11	Portland Graduation Standards Tests	Ditto 3-8 Achievement	Ditto 3-8 Achievement	Ditto 3-8 Achievement Plus whether score is above district standard (9th grade national average)	Ditto 3-8 Achievement	Ditto 3-8 Achievement	Multiple alternate forms	Ditto 3-8 Achievement	Ditto 3-8 Achievement Plus Certification for Graduation Attainment of levels of Basic Skill Competencies

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Students identified as needing special help receive it in and out of the classroom. Remedial work may take the form of special courses, before/after school drop-in programs, summer school, tutorial assistance and skills labs. Local buildings determine which forms are most suitable and the work is paid for with area and central support.

Promotion decisions are up to principals who consider social development, behavior and other indicators of achievement in addition to test scores. Teacher and other professional judgment together with other indicators of achievement such as classroom performance are also factors in decisions to place a student for remedial work.

As of the class of 1984, students must pass the Portland Graduation Standards Test to graduate even if all other requirements have been satisfied. Students who do not pass may receive a special diploma or certificate of attendance and/or competence.

For further information on Portland's testing program, please contact:

Dr. Walter E. Hathaway
Evaluation Department
501 N. Dixon Street
Portland, Oregon 97227

Phone: (503) 249-2000

ST. LOUIS

St. Louis uses standardized achievement tests published by a commercial testing service and a state-designed minimum competency test. The district is in the process of developing its own competency criteria to be administered in grades 3, 5, 8 and 10.

PURPOSES OF TESTING

NRTs are used at the elementary and secondary levels for:

- program evaluation
- placement of students in remedial classes
- measurement of district wide achievement progress.

At the secondary level NRTs were used for placement of students in skills focused courses. However, since the introduction of the C.A.T., this use has been suspended on a systemwide basis pending results of the equating tests. Test results are also used in the evaluation of federal programs.

There is currently no overall systematic effort to relate results of student assessment to the curriculum although individual schools can use the information to formulate school plans. To some extent, test content influences the curriculum.

SELECTION OF TESTS

The Deputy Superintendent of Instruction selected the California Achievement Tests (C.A.T.) for use in grades K-12.

TECHNICAL INFORMATION

As the district is still in the process of developing its own performance standards, reliability and validity of assessment criteria have not yet been determined. In order to preclude cultural, racial or gender bias, people of both sexes and major races are involved in defining the standards.

ADMINISTRATION OF TESTS

All students in all schools at grade levels tested are tested. All testing is conducted in the students' schools.

Tests are shipped to designated test coordinators in each school who are responsible for receipt, distribution and return. Tally is kept of the number of test booklets shipped and returned. Last year less than 40 out of 50,000 tests were not returned. The BEST tests are counted upon receipt from the state and then returned. A new test is used each year.

Test coordinators receive in-service training and instructions on testing procedure. They then conduct in-service training for faculty.

Special education students are exempt from C.A.T. tests but do take the Metropolitan Instructionals. When administered, tests are given to handicapped students primarily as "power tests", --that is time restrictions are eliminated and individual adaptations are made. The district has relatively few limited English proficient students and they are not presently tested.

MANAGEMENT OF TEST DATA

The district has one data base and one of the subsystems contains test results, ability and achievement by student. The district generates class lists, objective summaries by the publisher's designated categories, administrator's summaries, frequency distributions and all summary statistics for each C.A.T. pre-post test results by student, grade, school and special program. The data base also allows for analyses by gender and race although these are not currently conducted.

Each school receives the results for its students, for the subdistrict and city as a whole but not for other schools on the C.A.T. The BEST report sent to each school lists results for all schools. An Administrator's Report is sent to principals and the Board of Education and central office receives Achievement Summary Reports. Evaluation Reports which show achievement across projects are sent to board members, central administrators and appropriate persons in each project.

In-service training on test result interpretation for the C.A.T was given to principals and test coordinators last year. In addition, 80 schools were visited and a newsletter and supplementary interpretative memoranda on how to read test results were/are published.

Parents receive an individual test record which contains an explanation of results. They may also receive assistance from schools and during parent-teacher conferences. Assessment staff have also attended PTA meetings. A brochure is currently being prepared for parents.

Student records contain a label which shows the results for each test taken. Teachers, school administrators, and nurse-social workers have access to the records as do parents upon request.

The district has maintained a profile by subtest in terms of system scores as well as by student for at least ten years.

The research department (Division of Evaluation) is in the Instruction Department. The Assessment Center in the Division of Evaluation is responsible for test administration.

TEST RESULTS

There are no system-wide programs to prepare students for tests. However, some efforts have been made at individual schools which have purchased materials to increase scores. This practice is discouraged by the Assessment Center because it defeats the purpose of testing.

The standards for passing minimum competency tests were set by the state. The standard is based on materials which should have been presented to students by the 6th or 7th grade. The test contains 13 objectives per subtest and three items per objective. Students must respond correctly to 75% of the items on

ACHIEVEMENT TESTS (ST. LOUIS)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
Pre-K	Cooperative Pre-School Inventory	Addison Wesley	Reading readiness, Math concepts, fine motor coordination	Percentile NCE relative to age norms	Fall Spring	NRT	---	Age Norms	To determine readiness for Kindergarten; to screen for Title I Kindergarten extended Day Program
K-12	California Achievement Test	CTB McGraw-Hill	Entire Battery	Scaled score, grade equivalent, NCE individual percentiles	Oct Apr	NRT	Form C, systemwide, Form D for Title I makeups	National	To monitor achievement, program evaluation, Title I assessment
MINIMUM COMPETENCY									
8	BEST	State	Reading/Language, Math, Government/ Economics plus 10 local objectives were state designated but the district developed its own measures	Percent correct, objectives passed	March	CRT	New each year		State minimum competency test to determine the extent to which 8th graders have met certain skills designated by the state as minimum competency. The test is first administered in grade 8 but students continue to take sections not passed until they graduate. The test, however, is not a graduation requirement.
3, 5, 8, 10	Performance Standards	District	Math computation and large list of objectives		In development to be implemented next year				Concern with students moving through school without acquiring basic skills

each subtest and to at least one item per objective in order to pass. Twenty-five to thirty percent of all 8th graders pass all state and local objectives the first time tested. Since the test will only be administered for the 4th year in 1982, there is no summary report on the cumulative pass rate for a cohort.

There is no systematic remedial plan for students who fail the BEST or score low on the C.A.T. Remedial assistance is available in the regular classroom, in before/after school drop-in programs, in individual schools and in skills labs.

Test scores may be taken into consideration in promotion decisions but they are not used as standards. Individual teacher judgement is the primary criterion. Students are not required to pass the BEST to graduate.

Legislative measures have been proposed which would specify minimum achievement levels for students but none have passed.

The state pays all costs for the BEST except for the answer sheets. The district requested pre-slugged answer sheets which the state did not provide.

For further information on the St. Louis student assessment program, contact:

Jerry Powers or Robert Loveridge
Research and Evaluation
St. Louis Public Schools
911 Locust Street
St. Louis, MO 63101

Phone: (314) 231-3720

SAN FRANCISCO

The district uses standardized achievement tests published by a commercial testing service and district designed minimum competency tests.

PURPOSES OF TESTING

NRTs are used at elementary and secondary levels for:

- program evaluation
- placement of students
- diagnosis of individual student strengths/weaknesses
- and to place place students in remedial classes
- to measure district-wide achievement progress
- to assess the need for curriculum revision
- to determine the need for teacher in-service training

At the elementary and secondary level, CRTs are used:

- to place students in remedial classes
- to promote students from one grade to another
- to determine the need for teacher in-service training

The results are also used in the evaluation of federal programs.

CRTs are referenced against the curriculum. A review of item analyses is conducted by the Curriculum department. If specific groups of students or students district-wide are consistently missing certain items, they are re-written. Curriculum personnel also go into individual schools which show weak test results in specific areas to work on strengthening instruction and curriculum in those areas.

SELECTION OF TESTS

When tests are to be selected, special committees are appointed with representation from teachers, and program evaluation, administration and curriculum offices. The district has no pre-set criteria for test selection. Major publishers are invited to present tests for consideration by the selection committee.

When the district designs its own tests, subject area teachers work with the curriculum office to develop test items. This is done annually for the competency tests.

TECHNICAL INFORMATION

Evidence for reliability of district designed tests is provided through the maintenance of item analysis data. To assure validity, teachers review all test questions and multiple items are used to test specific skills. Item analyses of responses by sex and racial/ethnic groups are conducted to assure that test items are not biased.

ADMINISTRATION OF TESTS

With a few exceptions, all students in all schools are tested in the students' schools. Test security is the responsibility of school principals.

In-service training on test procedure for teachers is conducted as a joint project by the curriculum office and the Special Funded Projects office. Consultants from CTB McGraw-Hill are brought in to discuss procedure for the CTBS.

Non-English speaking and some special education students are exempt from tests. Special education students are tested according to their Individual Education Plan. Tests in Chinese, Vietnamese, Spanish and Tagalog are being developed. State law requires that the Proficiency Test be taken and passed in English. However, students unable to take the test because of physical or mental limitations are tested in other ways.

MANAGEMENT OF TEST DATA

The test data base and student data base are separate. The test data base has information in terms of students in specific schools at a specific time. Test scores for an individual student over a period of years cannot be accessed. The student data base shows only the latest test scores. Each new entry automatically deletes the previous entry. The district is working to change this system.

The test data base generates a number of analyses and reports for the CTBS which are issued to teachers, counselors and administrators. These include:

- student scores distribution
- response analysis by groups
- test summary reports
- student scores by counselor
- student scores and items missed by teacher, by school, by student name
- district report by schools
- discrimination index and item summaries by special education, LES and NES groups
- item summaries by school
- ethnic and sex breakdown of students' scores by school and grade

The competency test results are maintained by student and percent items correct. Analyses can only be conducted by school and grade level but not gender, race, language or SES.

Teachers receive assistance on test result interpretation during in-service training. Parents receive an individual test record and a brochure which describes the Proficiency Test, explains its purpose, and what students must do to pass.

A pass/fail notation is made on the student cumulative record with regard to the Proficiency Test. Both cumulative and EDP records are accessible to teachers, counselors and parents. Test data are maintained indefinitely.

ACHIEVEMENT TESTS (SAN FRANCISCO)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	Metropolitan Readiness	Psych Corp	Readiness	Percentile Rank	Oct	NRT	P/i	National	1. Ranking of schools for funding eligibility 2. Identify program participants 3. Program evaluation 4. Instructional information 5. Student programming
1	CTBS	CTB McGraw-Hill	Reading, Language, Mathematics	G.E. of Mean SS	Oct April	NRT	S/A,B	National	
2	"	"	"	"	"	"	S/C	"	
3	"	"	"	"	"	"	S/1	"	
4	"	"	"	"	"	"	"	"	
5	"	"	"	"	"	"	S/2	"	
6	"	"	"	"	"	"	"	"	
7	"	"	"	"	"	"	S/3	"	
8	"	"	"	"	"	"	"	"	
9	"	"	"	"	"	"	S/4	"	
10	"	"	"	"	"	"	"	"	
11	"	"	"	"	"	"	"	"	
12	CTBS	CTB/McGraw-Hill	Reading, Language Mathematics	G.E. of Mean SS	Oct Apr	NRT	S/4	"	

MINIMUM COMPETENCY TESTS (SAN FRANCISCO)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
3	Minimum Standards Test	District	Reading Writing Mathematics	Percent correct	January May	CRT	A & B	---	Minimum basic skills needed for promotion
5	"	"	"	"	"	"	"		"
8	"	"	"	"	"	"	"		"
9	Proficiency Test	"	"	"	Dec Mar	"	"		Minimum proficiencies needed for graduation (pass each subject any time during grades 9-12)
10	Proficiency Test	"	"	"	"	"	"		"
11	Proficiency Test	"	"	"	"	"	"		"
12	Proficiency Test	District	Reading Writing Mathematics	Percent correct	Dec Mar	"	"		Minimum proficiencies needed for graduation

The district does not have a research department. The curriculum department is in charge of test administration.

TEST RESULTS

The standards for passing minimum competency tests were established by consensus of teachers, parents and administrators. Seventy percent of the items on the Proficiency Test must be answered correctly for a student to pass.

If students fail subject areas of the Proficiency Test, they attend mandatory remedial classes (paid for by the state, district and community) in addition to regular course work. Students who fail also have access to a computer printout that shows their areas of weakness. Students must only retake those portions of the Proficiency Test they failed, and have repeated opportunities to do so through the 12th grade. The pass rate for the district for all grades tested is approximately 95%.

Remedial assistance is also available in the regular classroom, in before/after school drop-in programs, in summer school, through tutorial assistance, in skills labs and through home study as a result of parent/teacher conferences.

In addition to test scores, administrative and teacher decisions are factors in promotion decisions and teacher judgement is a factor in decisions to place a student for remedial work. Students must pass the Proficiency Test to graduate even if all other requirements have been satisfied. State law precludes the issuance of special diplomas to those who do not ever pass the test.

The district pays the total cost of the student assessment program except for summer school which is paid for by State of California.

For further information on the San Francisco student assessment program, contact:

Earl Blanchard
Parkside Curriculum Center
2550 25th Avenue
San Francisco, CA 94116

Phone: (415) 565-9599

SEATTLE

Seattle uses standardized tests published by a commercial testing service and district designed minimum competency tests.

PURPOSE OF TESTING

Norm referenced tests are used at both elementary and secondary levels:

- for program evaluation
- for student diagnosis
- for curriculum revision
- to measure district-wide achievement progress.

Criterion referenced minimum competency tests are used at elementary and secondary levels for student diagnosis and at the secondary level for curriculum revision and to measure district-wide achievement progress. The results are also used in the evaluation of Title I (ESEA), and Title VI bilingual programs.

NRTs are referenced against the curriculum to the extent possible and CRTs are district developed to curriculum objectives. Test results are fed back to curriculum specialists who make appropriate revisions.

SELECTION OF TESTS

The District Test Committee comprised of teachers, principals, counselors, pupil personnel office representatives, curriculum specialists, testing and evaluation personnel, special education and data processing personnel is responsible for selecting tests. The committee is also broken down into subcommittees which are instructed to invite in curriculum specialists and other persons with expertise to assist in the review.

Major publishers are asked to mail in specimens and give presentations to the committee. Cost is not a prime criterion and no competitive bids are received. The committee does have questionnaires to guide them, but these vary depending on the purpose of the test.

The district does not presently use an item bank. However, in future, when developing objective reference tests the district will consider various sources including the Northwest Evaluation Association which has received input from various districts including Seattle. In the past teacher committees developed items from test objectives.

TECHNICAL INFORMATION

Reliability on the district designed minimum competency Performance Test has been demonstrated with an internal consistency measure (.95) and a test-retest measure (.80 to .85).

The competency tests have both curriculum and content validity. Items were matched to skills taught in the classroom and reviewed by teachers as well as a panel of citizens to determine if the items matched necessary life skills.

To preclude cultural, racial and gender bias, a committee comprised of men and women from various ethnic groups reviews each test item. Item ratings are conducted on an individual basis. A summary is drawn up, the items are discussed and any necessary changes made by the Testing Office. The changes are then reviewed by the Committee using the same process. Item analysis of tests using group comparisons are then conducted. Finally, the Sex-Ethnic Bias Committee whose basic job is to review textbooks also reviews all NRTs and CRTs.

ADMINISTRATION OF TESTS

All students in all schools at the designated grade levels are tested with the C.A.T. and the minimum competencies tests and all testing is conducted within the students' schools. The minimum competencies Performance Tests, which are numbered sequentially, are stored at the Testing Office. When sent to the schools, they become the responsibility of the Building Test Coordinators who must assure their security and return to the Testing Office. NRTs are stored in schools.

Building Test Coordinators who are designated by school principals, and are generally elementary school principals or high school counselors, are responsible for in-service training of faculty members each time a new test is introduced.

Exemption of Special Education students from tests depends on the judgment of the teacher. Exemption of limited English proficient students is a function of oral proficiency test scores. Braille and large print tests are available for the vision-impaired. Tests have been taped for orthopedically handicapped.

MANAGEMENT OF TEST DATA

The district maintains a centralized test history file by student and school. The data base contains the test number, test level, norms and type. The student data base is independent but can be merged with the test data base using student I.D. numbers. The system utilizes a table-driven program which produces percentiles and Stanines from raw scores. The system design is open which permits production of other analysis from raw scores using another set of tables. The data base allows for special analyses by school, gender and race.

Internal reports with item analyses are sent to principals and curriculum specialists. In addition, principals, curriculum and instructional personnel receive school level reports detailing all subtests and summary data. A public report showing total reading and math by Stanine is issued to the Board of Education.

Teachers receive assistance on interpreting test results through in-service training by Building Test Coordinators and written memoranda. A special form for individual students showing percentiles and Stanines with an explanation of test results and meaning including graphs is prepared for parents. These forms are given to parents during parent-teacher conferences to teachers can assist in interpretation.

Each student's cumulative record shows each subtest taken with percentile and Stanine. Principals, counselors, evaluation and testing personnel, parents and students have access to the records.

ACHIEVEMENT TESTS (SEATTLE)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	Metropolitan Readiness Test	HBJ Psych Corp	Reading, number readiness general	Stanines	May	NRT			Part of early Kindergarten screening program
1	California Achievement Test	CTB McGraw-Hill	Reading, Math, Language	Percentile Stanines	May	NRT	Level 11 Form C	National	Title I screening
2	California Achievement Test	CTB McGraw-Hill	Reading, Math Language	Percentile Stanines	Oct & May	NRT	Level 12 Form C	National	Program Evaluation, Diagnosis of indivdual student strengths/weaknesses. To assess need for curriculum revision.
3	"	"	"	"	"	"	Level 13 Forms C (Fall); D (Spring)	"	"
4	"	"	"	"	"	"	Level 14 Forms C (Fall); D (Spring)	"	To measure district wide achievement progress
5	"	"	"	"	"	"	Level 15 Forms C (Fall); D (Spring)	"	To report to parents, federal program evaluation
6	"	"	"	"	"	"	Level 16 Forms C (Fall); D (Spring)	"	"
7	"	"	"	"	"	"	Level 17 (Forms C&D as above)	"	"
8	California Achievement Test	CTB McGraw-Hill	Reading, Math, Language	Percentile Stanines	Oct & May	NRT	Level 18 Forms C & D	National	To report to parents, federal program evaluation
11	"	"	"	"	Fall	"	Level 19 Form C		To report to parents, federal program evaluation

MINIMUM COMPETENCY TEST (SEATTLE)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/CRT	Forms Used	Norms Used	General Purposes
3	*Minimum Competency Screening Test	District	Brief writing & Language test	Raw Score	Spring	CRT	Three forms developed		Screening for remediation on an individual basis
6	*Minimum Competency Screening Test	District	English, Reading Math	Raw Score	Spring	CRT	Three forms developed		Screening for remediation on an individual basis
7	* Will probably be eliminated because of high correlation of results with C.A.T. scores								
9	Minimum Competency Performance Test	District	Life Skills	Raw Score	Fall	CRT	Three forms developed		Presently for remediation as above, originally intended to be used as graduation requirement but decision has been delayed
10	Minimum Competency Performance Test	District	Life Skills	Raw Score	Fall	CRT	Three forms developed		Presently for remediation as above, originally intended to be used as graduation requirement but decision has been delayed
11	Retakes of Minimum Competency Performance Tests for those who did not pass and new students.								

The individual student history file is maintained indefinitely. School level results can be recreated from this file upon request.

The Testing and Research offices are within the Division of Evaluative Services and are separate from Curriculum and Instruction. The manager of Testing and Technical Services is in charge of test administration.

TEST RESULTS

The district is presently in the process of field testing the Random House program "Scoring High on the C.A.T." for use as test preparation.

A combination of parent and teacher committees was responsible for determining the standards for passing minimum competency tests. Test items were examined to determine validity and the test was piloted without a cutoff. The cutoff was then set at different levels to determine reliability on a test-retest basis. The final cutoff was set at 80% of test items correct and reliability proved positive on second and third field tests. Roughly, 60% of students who took the test at 9th and 10th grade level passed but the final figure is pending retakes.

If passing the test becomes a graduation requirement, a remedial course will probably be mandatory for those who have not passed the test by the second semester of 12th grade.

Remedial work primarily takes the form of assistance in regular classrooms at the present time. In addition, learning packages for students to take home are being developed.

Presently, test scores are not taken into account when deciding to promote, graduate or place a student for remedial work. Neither the state nor the district presently specifies minimum achievement levels. Benchmarks and objectives are under discussion but have not yet been introduced into the legislative process.

Because the state has a required Fall testing program for 4th graders, they pay for the 4th grade C.A.T. All other costs are paid by the district.

For further information on the Seattle testing program, please contact:

David Hoffman
Manager, Testing and Technical Services
Seattle School District No. 1
815 Fourth Avenue N.
Seattle, Washington 98109

Phone: (206) 587-4220

TOLEDO

The district currently uses only standardized achievement tests published by a commercial testing service. The state, however, has mandated a minimum competency test which must be in place by September of 1983. The test, which is in the early stages of development, will probably entail a district-designed or a custom-designed test from a major publisher. The district will determine content areas to be tested, grades to be tested, cutoff scores, and whether or not the test will be a graduation requirement.

PURPOSES OF TESTING

The district's NRT's are used at the elementary and secondary levels:

- for program evaluation
- for placement of students
- to place students in remedial classes
- to assess the need for curriculum revision
- to measure district-wide achievement progress
- to determine the need for teacher in-service training

The results are also used in the evaluation of federal programs.

The tests are referenced against the curriculum in reading and math and the district is working to match the tests to the curriculum in other areas. Item analyses from tests are utilized to determine areas of weakness in the curriculum.

SELECTION OF TESTS

The district has a standing Test Advisory Committee which consists of administrative personnel and representatives from the P.T.A. and the teachers' union (AFT). The district has no specific policy for dealing with test publishers nor does it have preset criteria for selecting tests.

ADMINISTRATION OF TESTS

The I.T.B.S. and T.A.P. are administered to all students in all schools. All testing is conducted in the students' schools. Test security is minimal; attempts are made to keep the tests under lock and key. Voluntary, paid in-service training on testing procedure was conducted the first year the tests were administered.

Special education students and those students whose home language is not English are exempt from the district's achievement tests. Braille and large-print versions are provided for vision-impaired students and tests are administered orally to orthopedically handicapped students by aides. No determination of special provisions has yet been made with regard to the minimum competency tests which are being developed.

MANAGEMENT OF TEST DATA

The district has maintained a test file by individual student and school summary data since 1970. The student data base is separate and contains no test information. Longitudinal test data from individual students must be accessed by consecutive tapes. However, the computer does generate a label showing the full range of scores reported which is placed on student cumulative records. Principals, teachers, counselors and parents have access to these records.

The district generates a pre-post growth graph by student and grade level for the achievement tests. The test data base also produces alphabetic student list reports, ranking reports by grade level within buildings, group item analysis reports, and building summary reports with summary statistics by grade level. The data base allows only for analyses by school and gender but not race, language or SES.

In addition to the alphabetic list reports for teachers and building summary reports for principals, a system summary report is produced for curriculum personnel, research personnel and the Superintendent. A special presentation is made to the Board of Education.

Paid in-service training on test result interpretation was conducted for teachers when the I.T.B.S. was introduced. Parents receive test reports which show student grade equivalents and percentiles. A percentile profile is graphed out on the report. Parents of elementary students receive the reports just prior to conferences so that they may ask questions. High school students' parents may request conferences.

There is a great deal of interaction between the research department and curriculum and instruction. The district is involved in team management so problems are handled by teams with pertinent representatives from the district. The district has a Testing Coordinator who is in charge of test administration.

TEST RESULTS

The district has no specific policy for handling students who fall below minimally acceptable levels on the I.T.B.S. or T.A.P. Scores are used for placement of students if the building has remedial classes but such placement is not automatic. Remedial assistance occurs in the regular classroom sometimes, may also be available in summer school or skills labs. Most remedial work is state and federally supported.

In addition to achievement test scores, grades, and teacher and principal, junior and senior high counselor recommendations are taken into consideration in promotion and placement decisions.

Currently, no minimum achievement levels have been specified and no legislative measures of this nature have been proposed. The district pays the entire cost of the student assessment program.

For further information on Toledo's testing program, contact:
Ms. Sally Clapp
Toledo Public Schools
Manhattan Boulevard and Elm Street
Toledo, OH 43608
Phone: (419) 729-8411

ACHIEVEMENT TESTS (TOLEDO)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
1	Iowa Test of Basic Skills	Riverside Publishing	Reading, Math--all grades; grades 4, 6, and 8, Language subtests and work study subtests	Standard scores, percentiles Normal curve equivalent Stanine	April	NRT	Form 7	National Norms	From first sheet
2	Iowa Test of Basic Skills	Riverside Publishing	"	"	April	NRT			
3	"	"	"	"	April	NRT			
4	"	"	"	"		NRT			
5	"	"	"	"		NRT			
6	"	"	"	"	Early Nov	NRT			
7	"	"	"	"		NRT			
8	"	"	"	"		NRT			
10	Tests of Achievement and Proficiency	"	Reading, Math, Written Expression, Work Study Skills	"		NRT	Form T	National Norms	From first sheet
11	"	"	"	"		NRT		"	"

WASHINGTON, D.C.

The district uses both norm-referenced achievement tests published by commercial testing services and district-designed criterion referenced tests. The district's criterion referenced testing program was in the process of revision and new development during the school year 1980-81. The tests are being piloted during 1981-82 and will be fully implemented when the pilot process is finalized.

PURPOSES OF TESTING

NRTs are used at both elementary and secondary levels:

- for program evaluation
- to measure district-wide achievement progress

CRTs are used at the elementary level

- for program evaluation
- diagnosis of individual student strengths/weaknesses
- to assess the need for curriculum revision

The results are also used in the evaluation of federal programs.

The district's curriculum has been revised to strengthen weak areas which had been determined by test data from past CRTs. The curriculum developers are key staff in developing test items which reflect course objectives. More and more efforts are being made to touch base and strengthen contact with school principals to assure their understanding of the use of CRT test score information and the relationship to everyday instruction. Principals also receive an annual NRT report and are expected to work on grade level and specific classroom levels to modify instruction as required.

SELECTION OF TESTS

Although the district has no standing test review committee, the ad hoc committee is formed when it is necessary to select or review tests consists of the Director of Pupil Appraisal, Curriculum Supervisors, the Director of Counseling, the Assistant for Research and the Assistant for Evaluation. Ad hoc members would be classroom teachers and counselors, principals and representatives from the regions.

Since the district has used its present NRTs for a decade, it currently has neither specific policy for dealing with publishers nor pre-set criteria for test selection. However, when the district developed its own CRTs, it sent out RFPs to test publishers outlining the district's objectives in designing the tests. Interested publishers made presentations to the committee. On the basis of the presentations and other factors (including projected costs and willingness to negotiate fine points), the Southwest Regional Lab (SWRL), a non-profit federally funded agency, was selected to work in conjunction with the district on the development of CRTs in science and language arts.

SWRL performed the technical work and submitted it to the district for acceptance or rejection. The district supervised the item development process and retained approval authority throughout. SWRL also assisted in developing in-house scoring capacity to accompany the assessment program. The test items developed in the project belong to the district whereas test items from earlier CRTs in reading and math, developed in conjunction with CTB-McGraw-Hill, have been copyrighted by CTB.

TECHNICAL INFORMATION

Teams of teachers reviewed all test items prior to the formulation of the pilot test versions for expressions of sex, ethnic, religious and cultural bias. Pilot studies of all CRTs are conducted to determine the quality and effectiveness of test items. Measures used are traditional item analysis statistics, inter-item correlations and percent of mastery/non-mastery. Based on these analyses, items are either accepted, revised or discarded.

ADMINISTRATION OF TESTS

All students in all schools are tested. Testing is conducted within the students' schools. The system's warehouse stores the tests, distributes them to the schools, and receives them back from the schools for scoring. Principals are responsible for the security of the test materials in the schools. Training sessions on test administration and test score interpretation is conducted by regional staff for test chairpersons who, in turn, conduct training sessions for classroom teachers.

Students in Special Education facilities are exempt from tests. Special education students who have been mainstreamed are tested with a notation in those areas where they can be tested. Tests can be administered orally to physically impaired students and large print versions of both NRTs and CRTs are available for vision-impaired students. Students who have English as a second language, who can take all or portions of tests, are tested with notation.

MANAGEMENT OF TEST DATA

The test data base consists of a data summary for each test by individual student as well as by classroom and school. Each student's I.D. number, grade and sex is coded so that analyses can be done by gender as well as school but not race, language or SES. The student data base is separate but can also be accessed by student I.D. number.

On the CRTs, only the percent of students mastering each objective is reported. On the CTBS, an individual summary showing each subtest score, percentile and grade equivalent is generated. The percent of students per class taking a test is also reported.

Summaries by school and for the district as a whole are provided to the Pupil Appraisal Office. School level data are given to regional superintendents and principals.

After each test, the Pupil Appraisal Office contacts school testing chairpersons either directly through workshops or through regional representatives to provide assistance with test result interpretation. An emphasis is placed on each test and attendance is required. Testing chairpersons receive a special package on test results to conduct workshops for faculty. As mentioned above, more contacts are being made with school principals to assure their understanding of CRT test score information and the relationship to everyday instruction.

ACHIEVEMENT TESTS (WASHINGTON, DC)

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
K	Metropolitan Readiness Test	Psych Corp	Auditory Memory, Rhyming, Letter Recognition, Visual Matching, School Language/ Quantative Language	Percentiles Stanines	Oct	NRT	Form P	National	To determine entry level of Kindergarten children and to provide teachers information for instructional purposes.
3, 6 9, & 11	CTBS	CTB/McGraw-Hill	Full Battery	Grade Equivalent percentiles	May	NRT	Form S	National	To measure district achievement progress and individual student achievement. To determine school's status relative to achievement.
1-6	CBC-Diagnostic Prescriptive Instrument	District Designed in conjunction with CTB-McGraw-Hill (Copyright)	Reading	1. Percent of objectives mastered 2. Percent of students mastering objectives	May	CRT	---	---	To diagnose individual student strengths/weaknesses. To evaluate curriculum.
1-6	CBC-Diagnostic Prescriptive Instrument	District Designed in conjunction with CTB/McGraw-Hill (Copyright)		1. Percent of objectives mastered 2. Percent of students mastering objectives	May	CRT	---	---	To diagnose individual student strengths/weaknesses to evaluate curriculum

(Cont'd)

Washington, DC Achievement Tests Cont'd

Grade Tested	Name of Test	Designed by Whom	Areas Tested	Metric or UM*	When Given	NRT/ CRT	Forms Used	Norms Used	General Purposes
1-6	DCPS Competency Based Assessments	District Designed in Conjunction with Southwest Regional Lab	Language Arts	Percent of students mastering objectives	Feb June	CRT	---	---	Pilot Study
1-6	DCPS Competency Based Assessments	District Designed in Conjunction with Southwest Regional Lab	Science	Percent of students mastering objectives	Feb June	CRT	---	---	Pilot Study

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Assistance with test score interpretation is provided to parents on the individual pupil reports. Testing chairpersons, regional psychometricists, or Pupil Appraisal personnel periodically conduct workshops for parent groups.

The date of test administration, student's grade equivalent and percentile rank are recorded on each student's record. Counselors, teachers, parents, students and researchers (with permission from both school administration and parents) have access to these records.

The Research Division is separate from the division of Curriculum and Instruction. The Pupil Appraisal Branch, which is in charge of the district student assessment program, falls under Curriculum and Instruction.

TEST RESULTS

A test-taking program for the curriculum in reading, math, science and language arts has been developed by faculty in these areas. Students are prepared on how to take a test but not on test content. A handbook "Moving Up to Success in Test-Taking" developed by the above faculty, has been given to teachers for use in grades 1-6. For grades 7-12, a test-taking strand has been developed in the curriculum in English.

Remedial work occurs in the regular classroom, in summer schools and skills labs. Operation Rescue is a highly successful district remedial program which uses community volunteers (college students, retired teachers and administrators) to work with students in specific weak skill areas. To assist students on CRTs, individual packages were developed for students to take home as a part of Operation Rescue.

For further information about Washington's student assessment program, please contact:

Dr. Cynthia H. Almeida
Director,
Pupil Appraisal Office
415 - 12th Street, NW
Room 900
Washington, DC 20004

Phone: (202) 724-4164